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ABSTRACT

This book offers approximately 100 reading activities for use by teachers in the learning center. The activities are divided into such categories as readiness, vocabulary, phonetic analysis, structural analysis, comprehension, creative writing and study skills. Most of the activities describe the objective, materials needed, procedure, directions, and variations of the activity. Included are activities with such objectives as working on word meaning, matching synonyms, practicing word recognition, identifying letters, spelling, recognizing vowel and consonant sounds, learning suffixes and contractions, remembering details, finding main ideas, following directions, organizing a story, and using the telephone directory. (TS)

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IDEAS for READING LEARNING CENTERS

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PREFACE

Individualized reading skill is raised to its highest level by a carefully prescribed sequence of developmental tasks, each of which is tailored to the ability and needs of the unique learner. A curriculum structure that systematically challenges the learner to new and better abilities while maintaining the previously developed skills is fundamental if the learner's potential is to be maximized. That this is so should not surprise us, for we recognize the value of a structured curriculum in the development of excellent violinists, swimmers, surgeons, chefs and pilots.

However, a developmental structure often recycles its specified tasks in a repetitious monotony that produces boredom and lack of alertness for both the learner and the instructor. Activities, learning centers and games do not comprise a structured developmental curriculum, but they can provide an enticing variety of ways to meet goals within the structure of the sequential tasks.

This book is designed to suggest ways to vary the learners activities as he proceeds through his sequential tasks. May each teacher who uses this book discover that these activities add motivational sparkle to many developmental tasks.

Margaret Lynch
President, California Reading Association
1972-73
Professor of Education, California State University,
San Francisco

INTRODUCTION

The California Reading Association takes pleasure in presenting a second volume of reading activities for the creative teacher in Ideas for Reading Learning Centers. Realizing that learning is facilitated by reinforcement of skills in a wide variety of ways, the enthusiastic teacher is forever seeking new activities to provide practice after direct teaching. With learning centers affording increased opportunities to individualize instruction, the need for interesting and exciting measures to be used with small groups and with individuals is continually expanding.

Teachers throughout California have contributed some of their most successful activities and ideas to make this publication possible. For their generosity we shall all be grateful. The material has been compiled and edited by Norma Dick, and to her our utmost appreciation is due.

A major purpose of CRA is to promote the improvement of reading instruction in California. Provision of material that makes reading fun is one way to assist teachers in stimulating students to attain ever higher levels of achievement. Thus, it is hoped that the publication of this volume will supply another contribution to practical professionalism.

Several years ago, under Jo Stanchfield's leadership, CRA published Fresh Teaching Ideas. The demand for this book has been overwhelming. It has gone through numerous printings and has been sought not only in California but also in all parts of the United States. The present book is neither a revision nor a replacement. Rather it is a companion volume.

Francis Bacon once wrote:

> "Reading serves for delight, for ornament, for ability. The crafty condemn it; the simple admire it; the wise use it."

Therefore, with regard to this new book, read it, use it, enjoy it, and bring delight to your students.

Pauline Brown
President, California Reading Association
Associate Professor, California State University, Hayward

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Our special thanks for making this publication possible . . .

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Norma Dick, Editor
Coordinator of Elementary Education
Clovis Unified School District
Clovis, California

CONTRIBUTORS

Ashley, Regina	Fresno Council
Bailey, Mary	Huntington Council
Bakke, Sally	Fresno Council
Bellamy, Theresa M.	San Francisco Bay Area Council
Bergstresser, Ruby	Ventura Council
Biel, Hulda A.	Mid-Cities Council
Bonham, Louise	Imperial County Council
Bouchard, Ann	San Benito Council
Brown, Esther S.	Huntington Council
Burns, Versie	Mid-Cities Council
Bustanoby, Idalee	Ventura Council
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Seidler, Carol	Huntington Council
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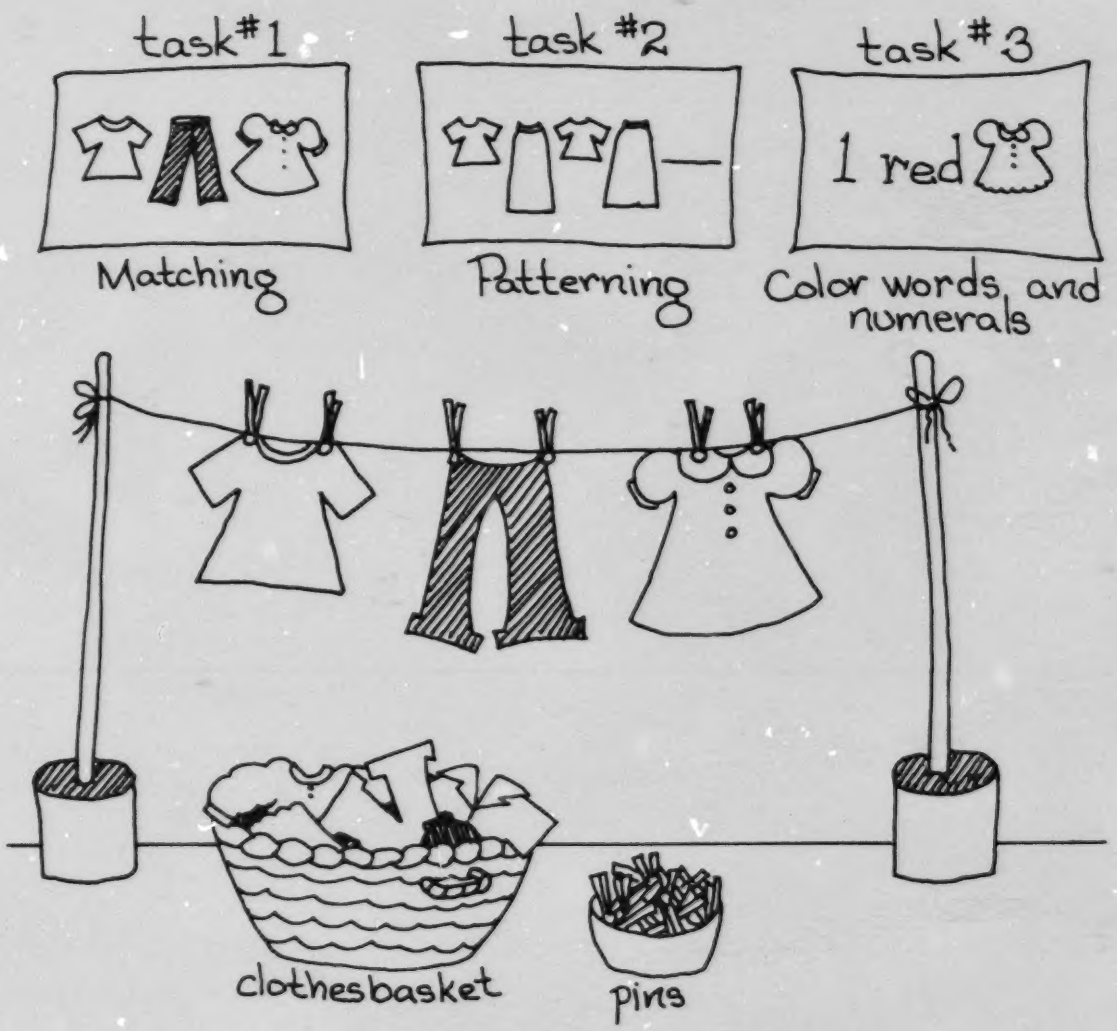
Watson, Lois	San Mateo Council
Weide, Billie	Orange County Council
Welk, Valerie	Fresno Council

Hang the Clothes on the Line

Objective: To duplicate a pattern as indicated on a task card.

Materials: Clothes line, clothes pins, cut out clothes of various colors, task cards showing various arrangements of clothes.

Procedure: Student takes a task card and pins the clothes on the line according to the patterns on the card. (direct matching). Student duplicates the pattern on card and decides what comes next. Student arranges clothes using color words and numerals.



READINESS

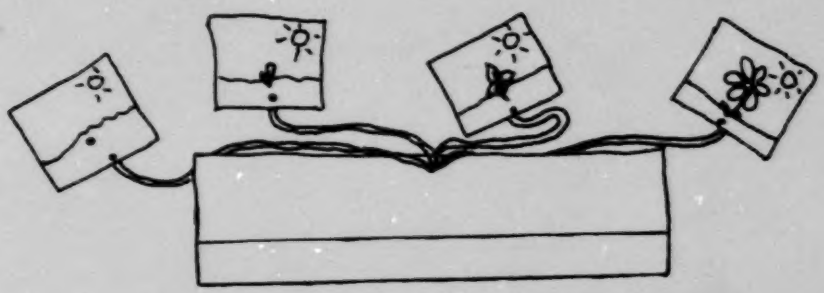
How Did It Happen?

Objective: To place a series of pictures in correct sequence.

Materials: A group of pictures that tells a story when placed in correct sequence, tagboard to make pocket chart and on which to mount pictures, yarn, library pocket and masking tape.

Procedure: Make pocket charts by stapling a 2" strip of tag (which has been folded in half lengthwise for added strength) to the bottom edge of tagboard 18" X 6". Reinforce all edges with masking tape. Glue library pocket to the back of chart to hold cards when not in use. Mount pictures on tagboard for added strength. Tie yarn through a hole in each picture and attach to the center of pocket chart. (All yarn strips should be the same length.)

Directions: The child looks at all the pictures and decides which picture happened first. He places that picture in the pocket on the left side. The next picture shows the second event. The child continues until all the pictures are placed in the correct sequence. The cards may be numbered on the back and turned over to check for accuracy.



Match The Alphabet

Objective: To match upper and lower case letters.

Materials: 26 - 3" X 5" cards cut in half or equivalent from scrap tag, pen.

Procedure: Print the 26 upper case letters and the 26 lower case letters on the cards.

Directions: Have players turn cards face down and mixed up on table. Each player takes 2 cards and turns them face up. If they make a letter family (Cc) he keeps them and turns up 2 more. If they don't match he places them face down and the next player proceeds. The player with the most families is the winner. This activity helps to build visual memory.

Multi-Use Game Board

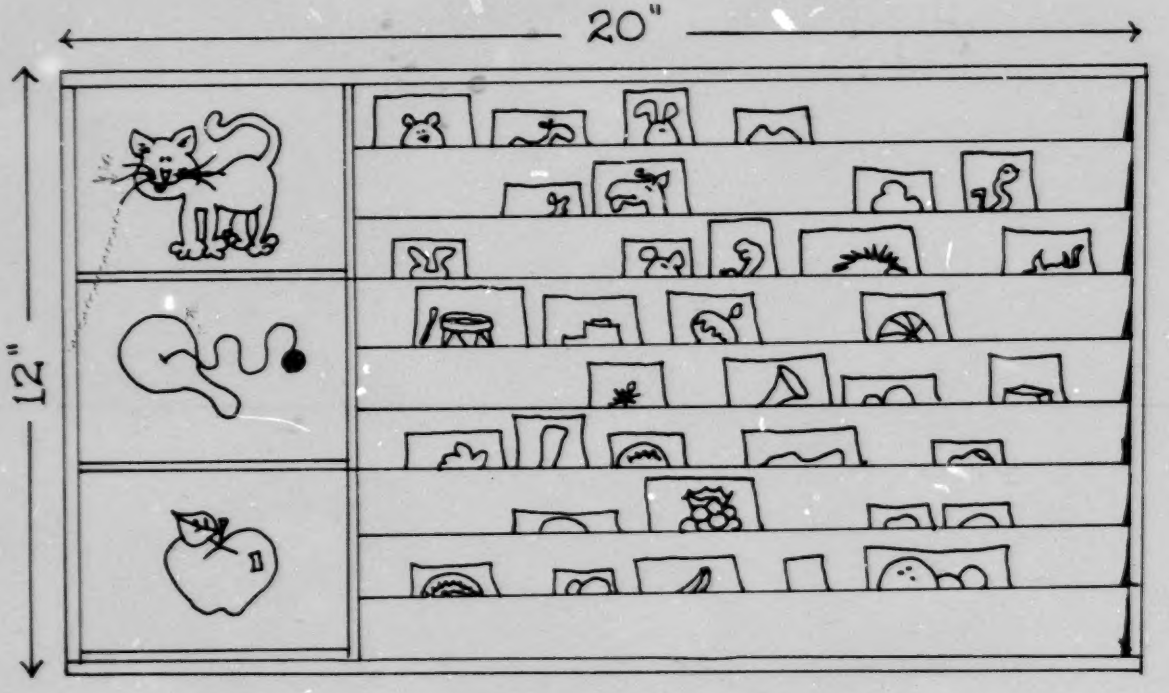
Objective: Classification

Materials: Chip board, Butcher paper, X-Ray film, Tag board, Plastic tape.

Procedure: Game board is constructed as in illustration; the left section of the board is covered with X-ray film 12" X 6". Pockets in X-ray film are made with staples and covered with tape. Colored butcher paper is accordian-pleated to form pockets and stapled to chipboard. Place plastic tape around entire outside edge of board.

Directions: Child places pictures or words in pockets alongside the card inserted under plastic. All pictures or words representing animals are placed by the picture of the cat, toys by the ball, etc.

Variations: The board can be used for matching pictures or words with initial consonants, blends, short or long vowels, medial phonograms, etc. An envelope glued on back holds cards to match to any stumulus cards teacher has inserted in plastic pockets. Old workbooks are a good source for pictures used.



PHONETIC ANALYSIS

Ring Game

Objective: Auditory discrimination of beginning consonant sounds.

Materials: Task cards similar to the example, paper and pencil.

Directions: Write the words that begin like the picture. Check your words with those on the back of card.

Task No. 1

Directions: Write the words that begin like the picture.

fast	dog
run	rabbit
ride	ring
go	sing
come	read
red	home

Back of Card:

run

ride

rabbit

ring

read

red

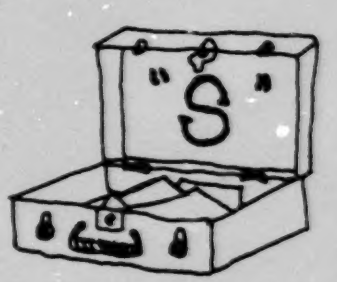
Taking A Trip

Objective: Reinforce sound-symbol relationship of letters, digraphs, blends, etc.

Materials: Old magazines, scissors, tote-bag or old suitcase, luggage.

Procedure: Tape letter on outside of suitcase (Example: "S"). Tell children to cut as many pictures of things that begin with "S" sound to take on a trip. Drop pictures in bag or luggage. Children may write their name on the back of the pictures so they may be checked and counted, if you wish to have a trip contest.

Variations: Reinforce digraphs, blends, compound words, vowels.



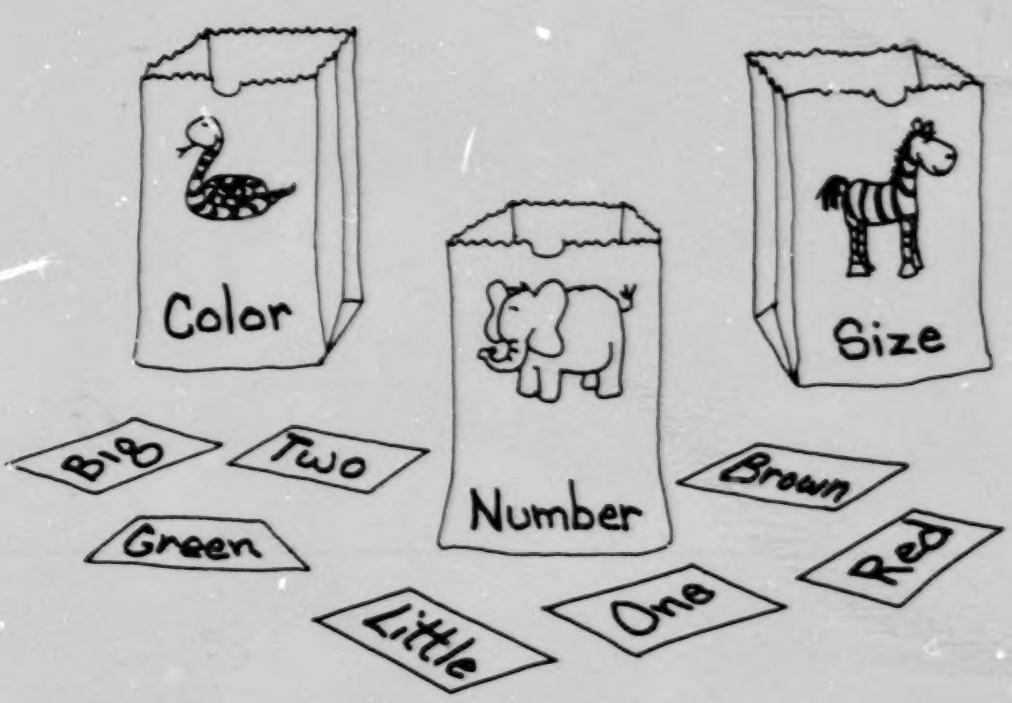
Feeding Time

Objective: Recognition of color, number and size words.

Materials: Cut-outs of animals that are in the zoo with a feed bag for each animal labeled as to kind of words needed to feed the animal.

Procedure: Color, number and size words lettered on small cards and scattered over a table so words are visible to the reviewer. The student decides which food words to feed each animal and puts them in the correct feed bag. This game can be self-correcting if each bag contains a list of the correct "food words".

Variations: Use to teach short vowel sounds using three sounds and words from the reader. Use to teach "who, where, when" meanings using words that fit these descriptions.



Animal, Vegetable, Mineral

Objective: To teach word classification skill.

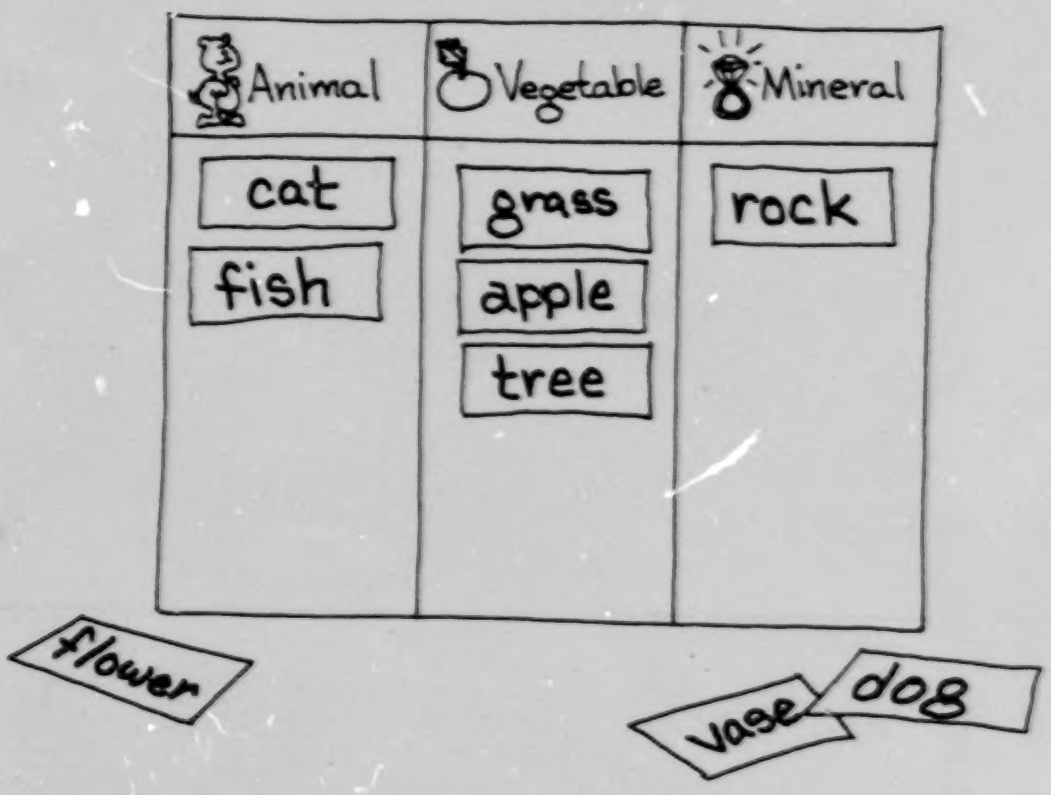
Group Size: Individual or small group.

Material: 8" X 10" chipboard piece and word cards.

Procedure: Make a playboard with categories Animal, Vegetable, Mineral at the top. Divide the board into 3 columns.

Make word cards which will fit these categories.

Directions: Children playing the game classify words by placing them in the correct column.



Spin 'N Pick

Objective: Practice Dolch Words.

Materials: 5" radius circle of tagboard, small cards, brad.

Procedure: Draw a circle with a 5" radius. Draw a 3" inner circle using same vertex as first circle. On circumference of inner circle cut slots to hold small cards. Attach the spinner arm with a brad. Be sure to make the hole for brad larger for easy spinning. Cut one end of the cards to a point for easy insertion in slots.

Directions: Two children may play. (Can be used as each one teach one.) To obtain the cards spin the arm in the middle. When spinner stops, say the word. If you are correct take the card out as yours but put a new word in the slot which you will take from the extra cards. Spin until all cards are used.

Variations: Syllables, long and short vowels, new vocabulary.

VOCABULARY

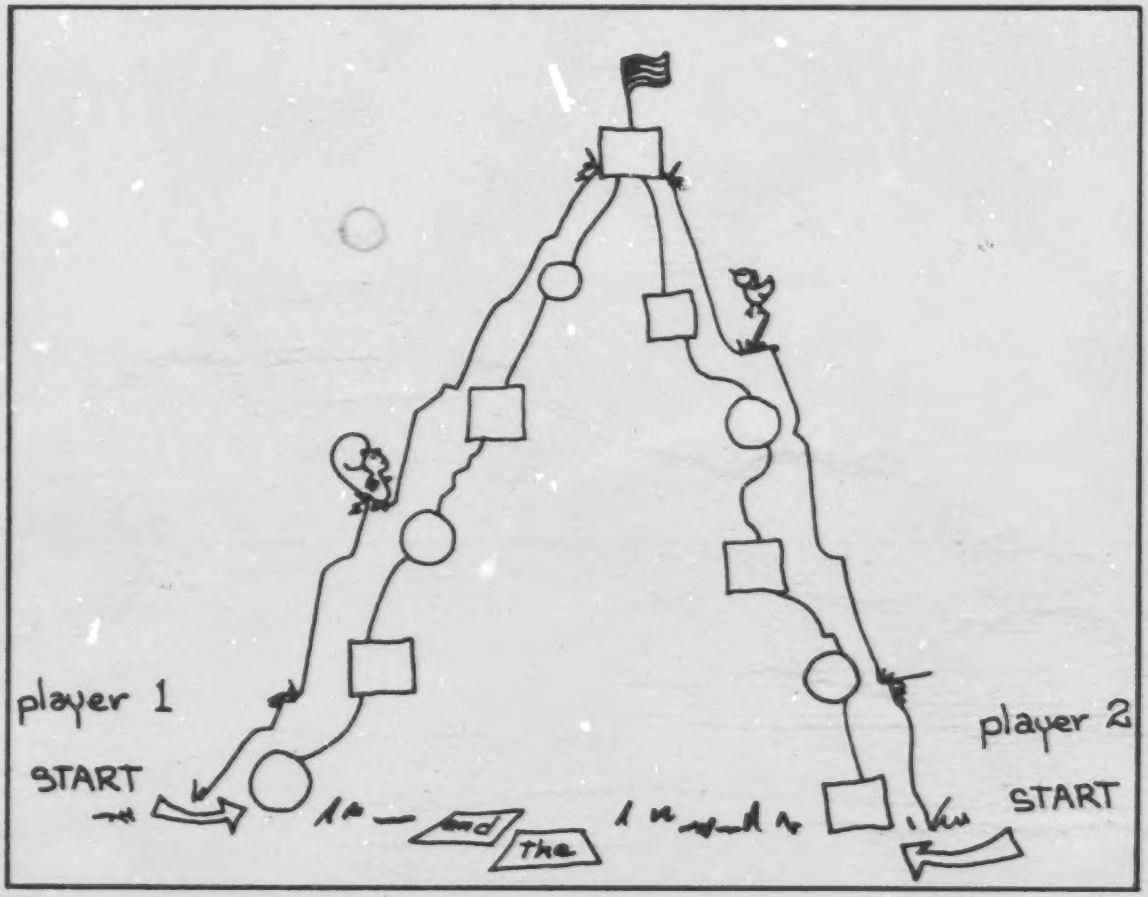
Summit Climb

Objective: Word recognition.

Players: Teams of two.

Materials: Playing board of oak tag with an outline of a mountain. The outline has two trails with various stops on the trail indicated by circles and squares. Cards with words of varying difficulty. Cards with specific instructions on them.

Procedure: The idea is to climb the summit of the mountain by overcoming 10 language-oriented obstacles. Children are required to identify the word on the card they have drawn, use it in a sentence, and advance one place up the mountain. Sometimes the instructions on the card direct the pupil to "advance to the next camp." He may use this card immediately or save it for future use to overcome his opponent. If a child cannot identify a word his opponent gets a chance. The first child to the top wins.



Double Match

Objective: To build vocabulary and word meaning.

Materials: Picture cards - word cards to match picture - synonym cards to match word cards - answer key.

Procedure: Children are to match picture card with word card. Then match synonym cards with the word cards. Children should then check accuracy using answer key.

Word Dominoes

Objective: To develop word recognition skills (vocabulary building).

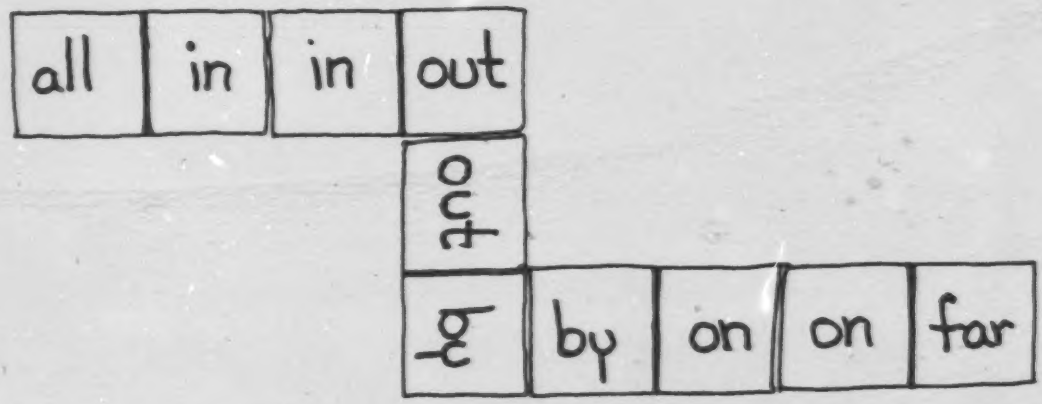
Group Size: 2

Materials: Chipboard or tagboard (domino size 2" X 3"), divide in half with a heavy black line, put letters, words or picture on each half. Make from 20-26. Words should be taken from appropriate level readers.

Directions: Turn dominoes face down and deal an equal number to each player.

Each player tries to match the shown domino on either the right or the left side. Say the word.

The winner is the player who matches all of his dominoes first.



I Guess Me and You Guess You

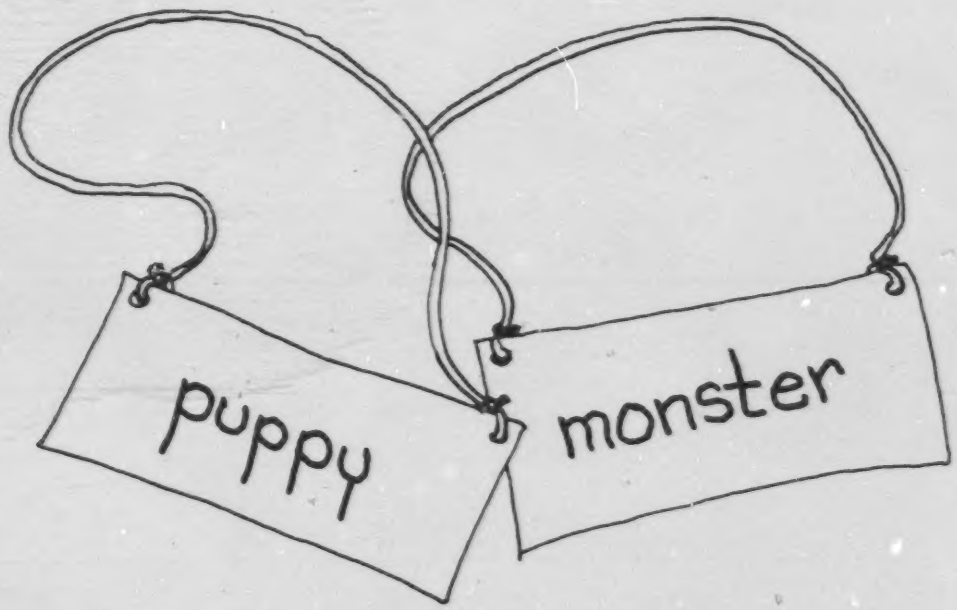
Objective: To promote oral language through questioning strategy.

Materials: Tagboard, colored yarn.

Procedure: Two children select tagboard strips on which a word is written. Each child reads the word to himself and then places the tagboard strip (which has been attached previously to a length of colored yarn) over the head of his partner. The strip is placed so that it is in back of the child rather than in front. This way he cannot read it. Then one child asks questions about his word, such as "Is it alive?", "Is it big?", "Does it live in water?", etc. If, after ten questions, he fails to guess correctly what his word is, he must remove the tagboard strip, replace it in the "I Guess Me and You Guess You" box, and his opponent selects another one for him. Then the opponent tries to guess the word he has around his neck. The winner is the student who gets three of the tagboard strips, guessed correctly, hung around his neck.

Variations:

1. Rather than general words having no specific relationship, this would be an excellent way to use topical themes, such as zoo animals, cities in social studies, or certain vocabulary in science.
2. This activity could also be done in groups, with the captains wearing the tagboard strips with the word and each child in the group participating in the questioning strategy.



Ups and Downs

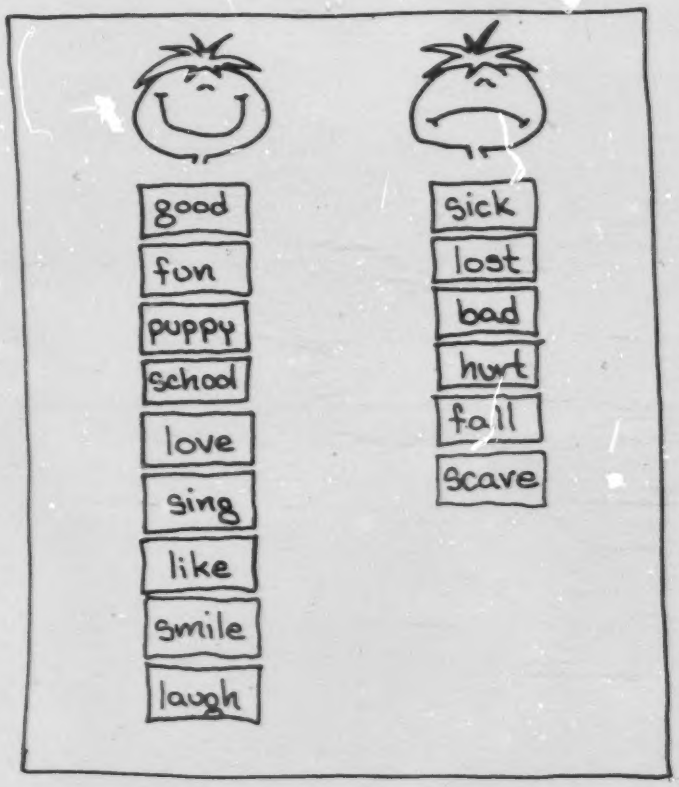
Objective: Vocabulary expressing feeling.

Materials: Cardboard box or manila envelope, large tagboard 12" X 14", picture of a happy face, picture of an unhappy face, 20 small cards 2" X 2 1/2", writing paper, felt pen.

Procedure: Paste the happy face on the left side of the tagboard and the unhappy face on the right side. On ten of the small cards write happy words and on the remaining ones write unhappy words.

Directions: 1 or 2 children. Child reads the cards and places the words under each picture where they seem to fit best. When he has done this, he chooses at least 3 words from under each face to write one paragraph telling why these are happy words for him and one paragraph telling why these are sad words for him. (Can be made self-correcting by drawing happy and sad faces on back of cards.)

Variations: Use other mood words as anger, hurt, etc.



VOCABULARY

Feed the Gollywompers

Objective: Tc master new vocabulary words.

Materials: Construction paper heads, body parts, and tail, colored yarn with scotch tape tip for easy threading.

Procedure: For a two week period of time the children make a hungry Gollywomper and watch him grow by feeding him new vocabulary words. Each child chooses a piece of colored construction paper and cuts a triangular head, oblong body pieces and a pointed tail. The children print their new vocabulary words on the oblong pieces. When the words are memorized, a hole is punched on each side of the card and added to the colored yarn. Each day the child must read his "string" of words successfully before he can "feed" the Gollywompers any new words.

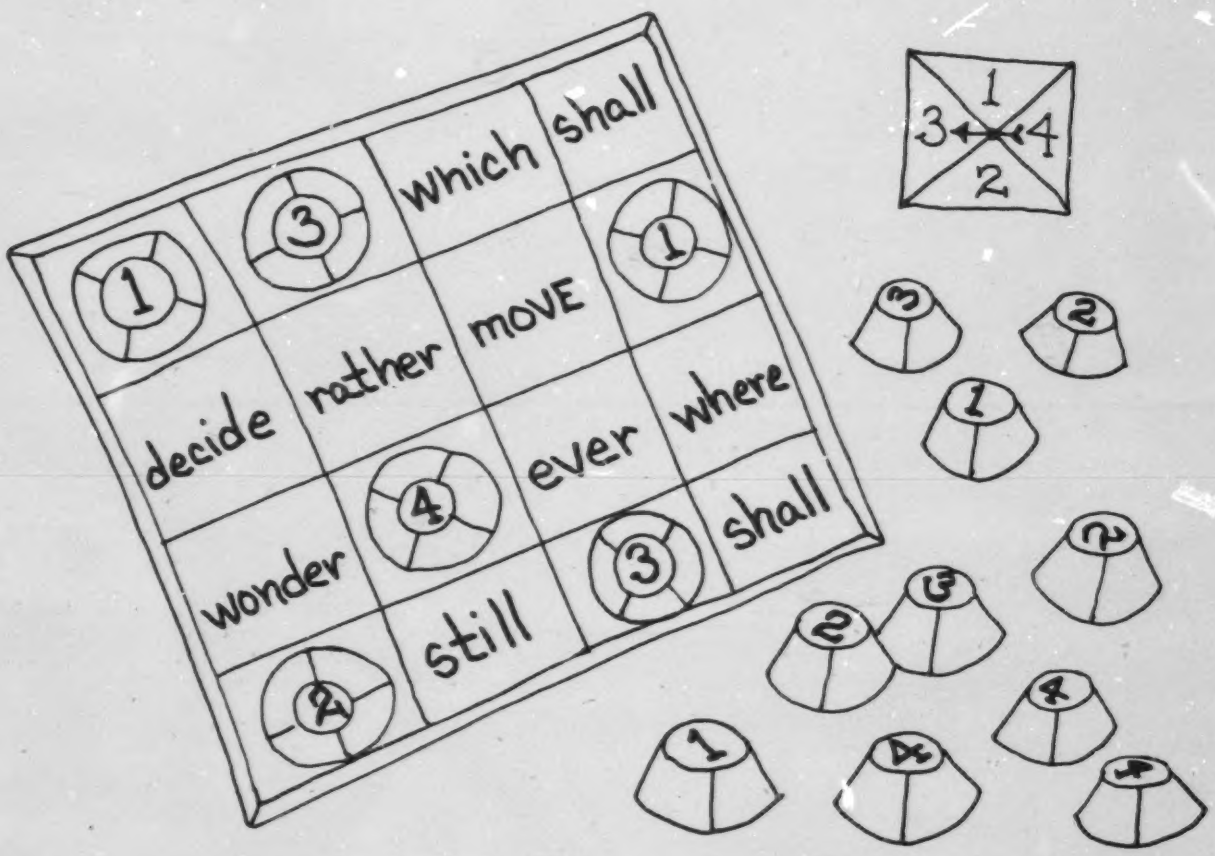
Word Eggs

Objective: To review vocabulary words.

Materials: Game board, sixteen cups from egg carton (flat discs can be used but cups seem easier for children to handle). Spinner (teacher made or bought) numbered from 1-4.

Procedure: Using oak tag, make 16 sections with a word written in each square on the game board. Cut down cups small enough to cover each square. With the cups turned upside down mark four cups "1"; four cups "2"; four cups "3"; four cups "4".

Directions: Each word is covered with an egg cup laid upside down. First player spins; if arrow points to "4", player chooses and lifts one of the cups marked "4". If he reads the word under "4" correctly, he keeps the cup as a point for himself. Second player takes his turn and does the same. Third and fourth players follow. This procedure continues until all the cups are gone from game board. Should a player fail to recognize a word, he must put the cup back on the word; however, each player receives a turn to spin and try at a word. The winner is the player who has the most cups at the end of game. A Lazy Susan can be used to lay the game board on so that the board will always face the child in play and he will not have to turn his head or move out of his seat to see the game board.



VOCABULARY

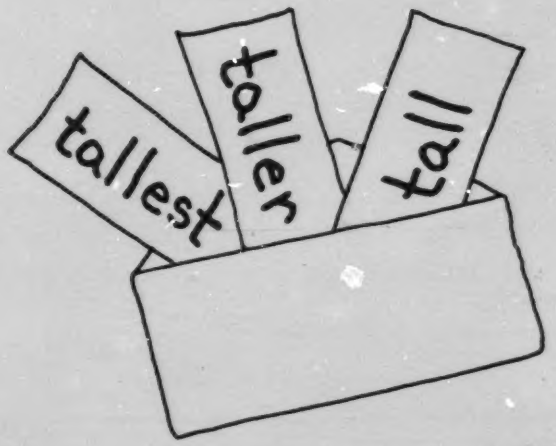
Let's Compare

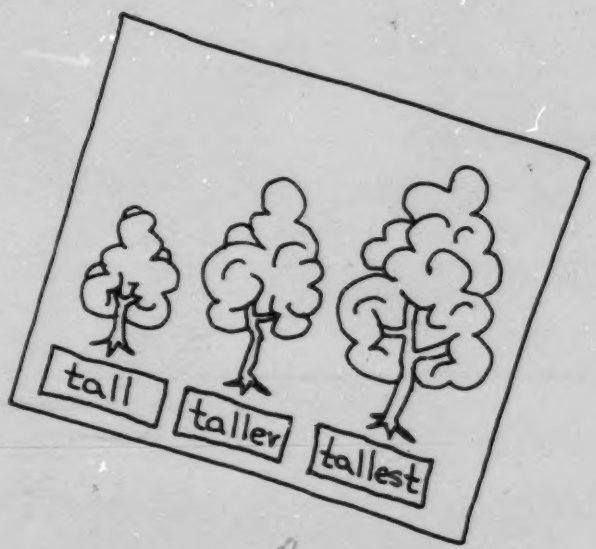
Objective: Work on word meanings.

Materials: Word cards, 3" X 5" envelopes, pencils, old magazines, scissors, paste, construction paper.

Procedure: Prepare sets of cards with comparative adjectives. Place each set of cards in an envelope. (Example: Big, bigger, biggest, tall, taller, tallest).

Directions: Student takes an envelope from the box and finds pictures in old magazines to illustrate the set of adjective cards. Pictures are cut out and pasted on construction paper. The correct adjective is printed below each picture.





Duzzles
(Dolch Puzzles)

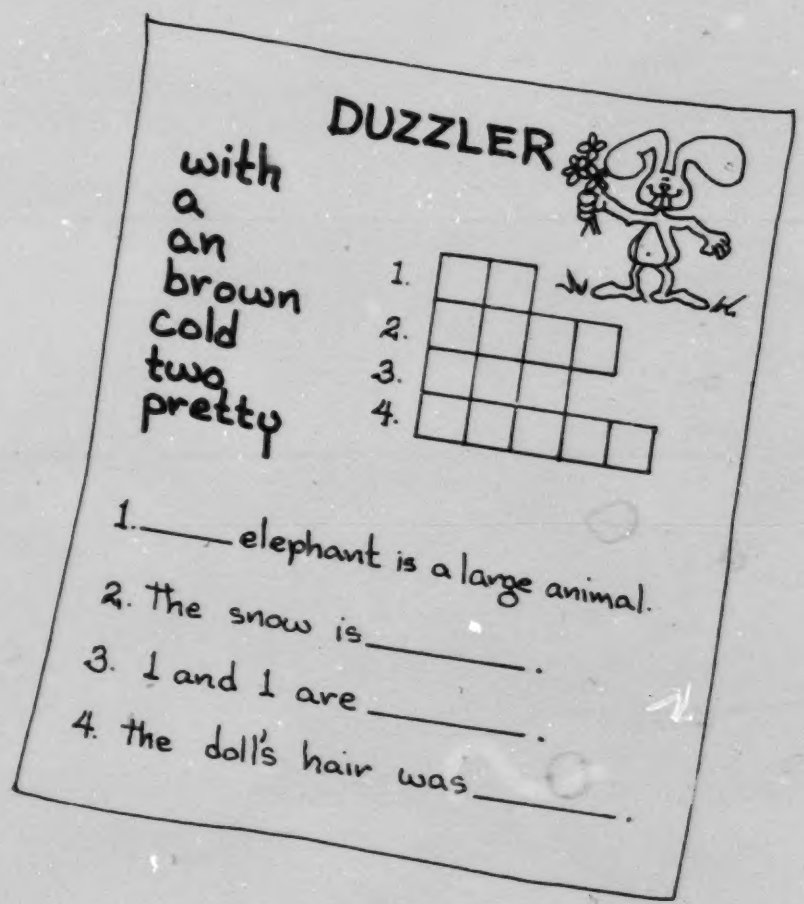
Objective: Use of Dolch Words in context.

Materials: 8 Dolch words of your choice, 9" X 12" tagboard, black felt pen (water base), clear contact paper.

Procedure: Print the 8 Dolch words in a column on left-hand side of tagboard. Make a box divided for the number of letters in each word. Place a number at beginning of each box. (See illustration) Write and number sentences for each word in order of boxes above the sentence. Print the correct answers on the back of the tagboard.

Directions: 1 or 2 children may work puzzle. Child reads words in the column. He reads the first sentence and chooses a word to fit it. He checks the box at the top numbered with the same number to see if it gives a clue by the number of spaces. He then fills in the box and the sentence space. When all boxes and sentence spaces have been filled, turn the card over and check your answer.

Variations: Basal vocabulary.



VOCABULARY

The Old Woman's Shoe

Objective: Homonyms

Materials: 1 manila folder, paper and pencil, colored felt pens to draw picture.

Procedure: Fold manila folder in half. On front side draw shoe as shown below. Cut the small squares of the shoe on 3 sides to open window. Open windows and write your matching homonym.

Outside of window	Underneath window
sail	sale
week	weak
yoke	yolk
wood	would
wait	weight
toe	tow
tail	tale
son	sun
plain	plane
pair	pear

Directions: Number your paper from 1 to 10. Read the words on the outside of the window. Write a word that sounds the same but is different. Write all the words on the window. Now open the windows and check your paper. Check your spelling also.

Variations: Antonyms, synonyms, syllables, contractions.

Synonymous Goof!

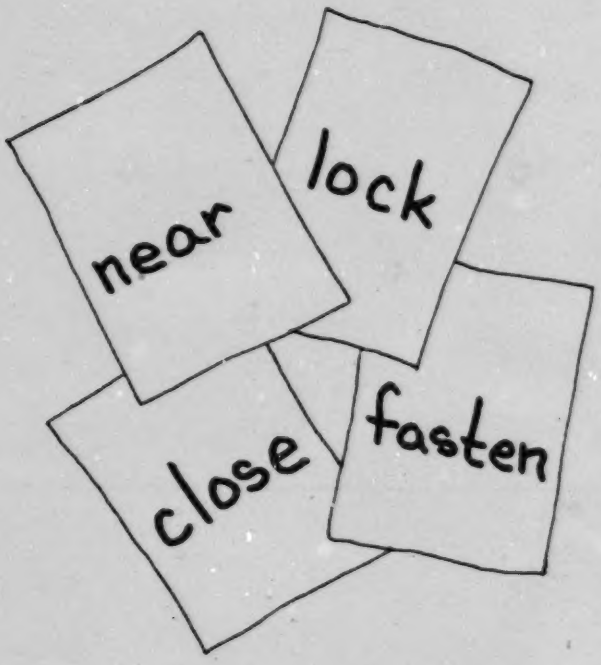
Objective: Synonyms

Materials: 63 cards 2 1/4" X 4", covered box to hold cards.

Procedure: From a list of synonyms print one word on each of the 63 cards. The GOOF! card has a picture on it. Put design on back of cards.

Directions: 2 to 3 players. All cards are dealt out. Players draw from each other clockwise. Children match the cards that are synonyms and each puts the pairs down in front of himself. He can only put the cards down when it is his turn. Player with the most pairs wins. The player who is left with the picture card is the GOOF!

Variations: Antonyms, homonyms.



VOCABULARY

Words Make a Picture

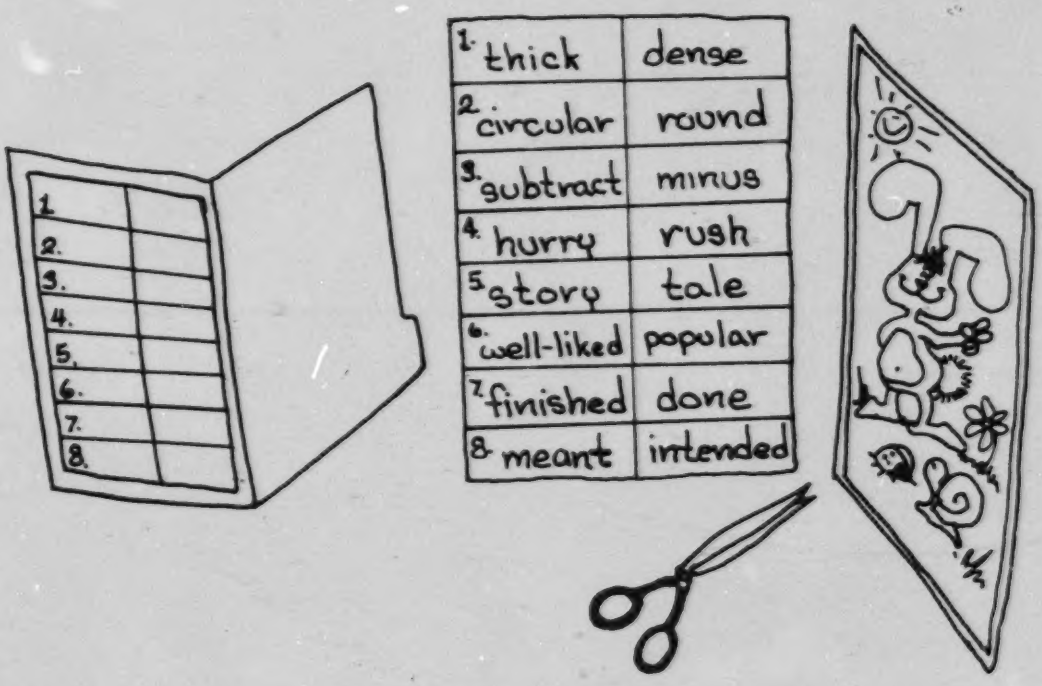
Objective: The student will be able to match synonyms accurately to make a complete picture.

Materials: A stiff manila folder such as a file folder, oak tag paper 8 1/2" X 11". Envelope, contact paper or laminating process, if desired.

Procedure: Glue or paste the picture to the oak tag. On the reverse side of the oak tag, write or print two matched columns of synonyms or antonyms. The left-hand column is numbered from top to bottom so that the pupil can easily arrange that column in the proper order. Laminate or cover with contact paper, if desired. Cut the oak tag into individual word cards. Place the cards in an envelope. Put the envelope in the manila folder.

Directions: The pupil begins by arranging the numbered cards in the left-hand side of the folder. (It is helpful to label the folder for placement.) The pupil then matches the synonym to the numbered words. He carefully closes the folder and flips it over. When he opens the folder, the complete picture appears. If there are errors, the picture will be distorted.

Variations:
1. Word lists of antonyms.
2. Any word list with short definitions.



Opposite Meaning Game

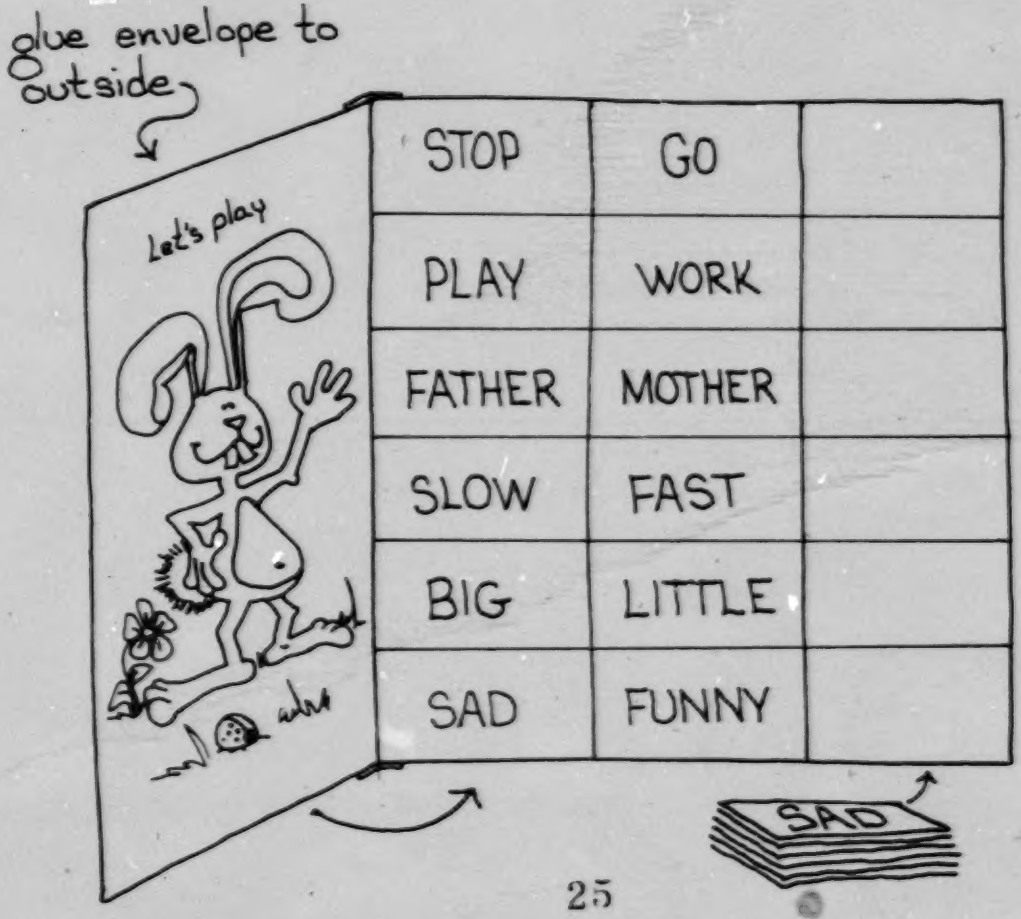
Objective: To develop vocabulary (opposite meanings).

Materials: 9" X 12" tagboard, masking tape, one 4" X 6" envelope, glue, felt pen.

Procedure: Prepare a board by dividing the 9" X 12" tag into 4 - 3" columns. Cut off one 3" section to be taped to the board for a cover. Divide the 3 columns on the gameboard into 1" sections. In the first column print a word; in the middle column print the word opposite; leave the third column blank. Prepare 1" X 3" word cards containing the same words as in column one. Glue the envelope on the front flap to store the word cards.

Directions: Be sure the flap is covering the first column. Take a card. Place next to the word having the opposite meaning in the center column. Continue until all cards have been placed. Lift flap to check.

Variations: Rhyming words may also be used in place of opposites.



Word Opposites

Objective: Identify antonyms.

Materials: 2 - 8" X 10" cards, felt pen, 8" X 10" picture, glue, box for storing game cards and puzzle pieces.

Procedure: On an 8" X 10" card which has been divided into twenty 2" squares, write the word opposites taken from the Botel Reading Inventory Opposites. On another card like it, write the word opposites in the squares which if superimposed, would correspond to the correct answers. Glue a picture over the back of answer card before cutting it into twenty squares. Cover each card with clear contact paper.

Directions: Player places the answers over the word opposites on card. To check his answers, he turns the cards over so the picture shows. If the picture is correct, his answers are correct.

Variations: Can be applied to any subject in which questions and answers can be matched. It is an excellent self-checking device.

Smatch!
(Synonym Match)

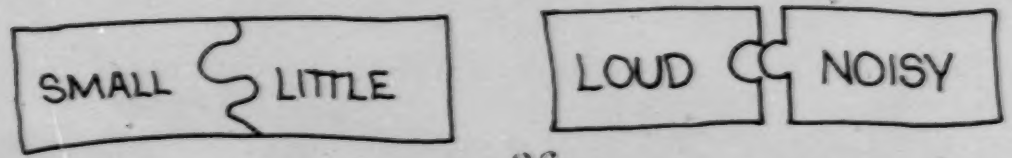
Objective: Synonyms.

Materials: Covered box to hold cards, tagboard cards 3 1/2" X 10", felt pen.

Procedure: Write a pair of synonyms on each card. Cut the card in half using a different pattern for each card cut.

Directions: 1 or 2 children may work together. Find two words that you think are synonyms. Put them together and if the cards fit together correctly, you have the right answer.

Variations: New words with definitions, antonyms, homonyms, contractions, compound words, abbreviations, color with color name.



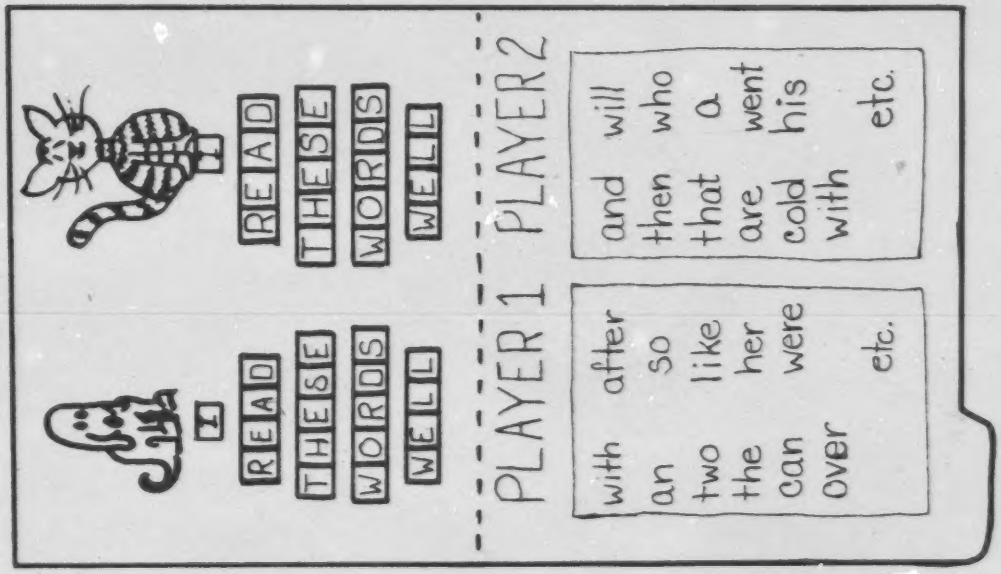
I Read . . . Well

Objective: Review Dolch Words.

Materials: 19 Dolch Words of your choice, manila folder, colored felt pens, small picture of a dog and cat, 40 paper clips, clear contact paper.

Procedure: Open manila folder and place left half up so that the crease is horizontal. Divide the length in half with green pen. In upper left hand quarter of folder glue the picture of the dog and print the words I read these words well in pyramid fashion giving each letter a box. Repeat on upper right hand quarter but substitute the picture of the cat. In both lower quarters of the folder print the 19 Dolch Words in two columns on a colored field. However, alter the order of the two sides. Fasten 20 paper clips to each players side for markers.

Directions: Two children play. Each player says a word in turn. If he pronounces his word correctly, he places a clip over one letter of I read these words well. If he fails, the second player takes another turn. First player to cover all the letters of I read these words well is the winner.



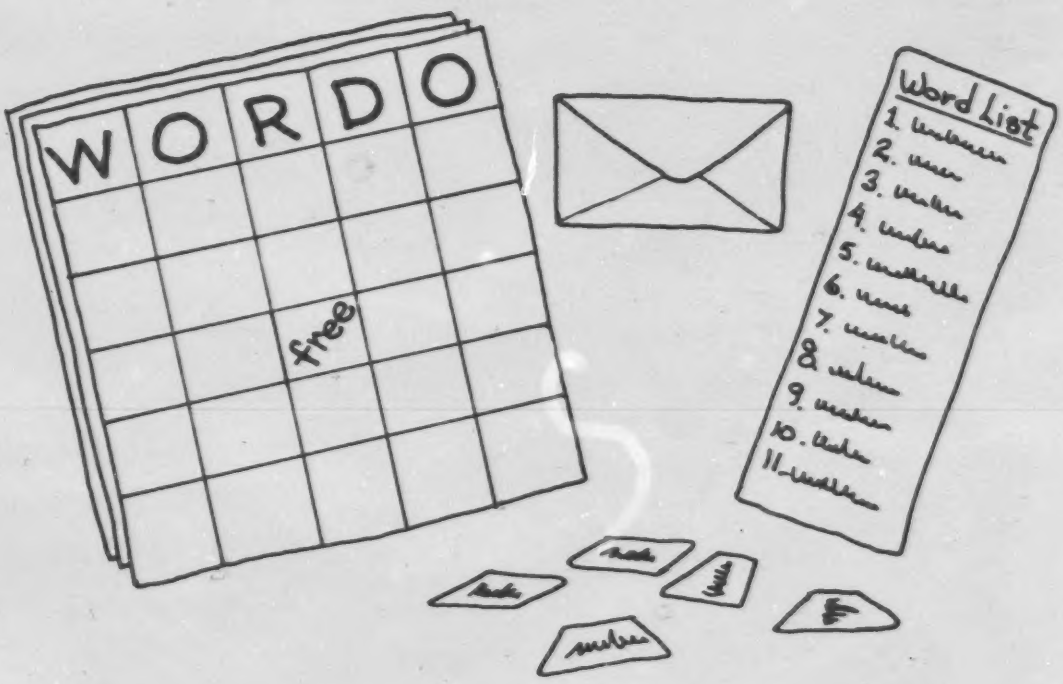
VOCABULARY

Free Choice Wordo Boards

Objective: Reinforce vocabulary/spelling.

Materials: Stack of blank Wordo boards which have been covered with clear contact paper; water base felt pens; twenty-four item word list appropriate to an activity, subject or topic, or spelling unit; an envelope with cut-up strips, with one word, from list written on each slip.

Procedure: Three to six children play by taking a blank board, writing "free" in one square, and choosing any word from list to be written in any square. When board is full, leader pulls strips from envelope one at a time and reads word. Children cross off words as they are read. Winner is the first player to cross off a straight line in any direction. He must read words back and leader checks the strips. Winner gets to be leader for next game. As a check on accuracy, words can be numbered as they are crossed off and can be checked against the order in which they were read.



Go-Go-Go!

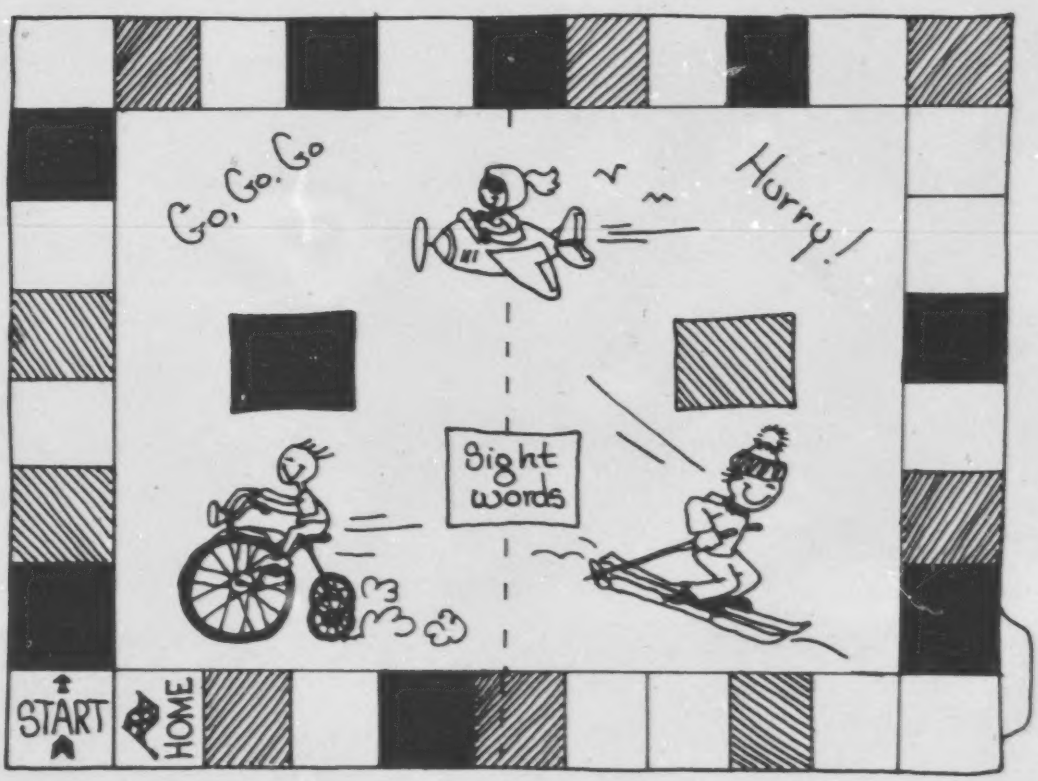
Objective: Recognition of sight words.

Materials: Manila folder, 25-30 1 1/2" X 2 1/2" cards (1/2 blue, 1/2 green), 1 die, 3 paper clips marked with different colored paper and used as markers, small covered box to hold cards, felt pens to draw game, 1 1/2" X 2 1/2" tag cards - enough for number of words to be reinforced.

Procedure: Mark squares off around the edge of the manila folder. Color some green and some blue as shown on illustration. Mark a place on the board to place the green cards, one to place the blue cards, and one to place word cards. Print the sight words you are interested in having the children master on small 1 1/2" X 2 1/2" tag cards. Print directions similar to the following on the colored cards:

Green Cards	Blue Cards
Go back 2 spaces	Move ahead 3 spaces
Stand up - touch your toes	Draw another vocabulary card
Move ahead 1 space	Go back 1 space
Lose next turn	Your partner gets an extra turn

Directions: 1 to 3 players. Each child rolls die in turn, picks a tag colored card and reads it. If child reads word he moves number of spaces indicated. If he lands on a colored square, he draws a card from that color and does what the card indicates. First child to get home wins.



VOCABULARY

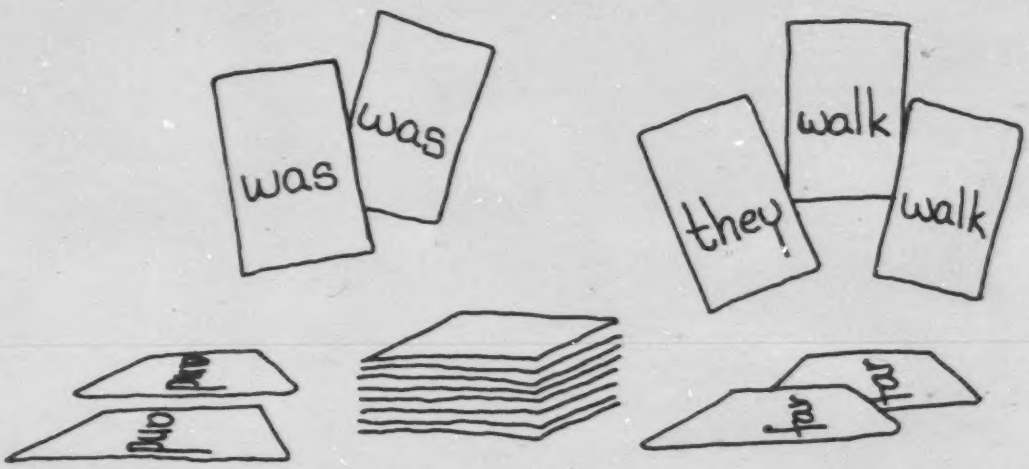
Fish

Objective: To strengthen vocabulary and word analysis.

Players: Any number.

Materials: A packet of 2" X 3" oak tag cards of words compatible to the level of the children who are to play the game. Print two cards for each word with a magic marker.

Procedure: The dealer shuffles the packet of cards well. He then deals 5 cards to each player including himself. The remainder of the pack is placed face down in the middle of the table. The child on the left of the dealer begins the game by requesting from a player a word card to match one in his own hand. If this player has the card, he must give it to the requesting player who then lays down the matching card and is also entitled to another turn. If the player doesn't have the card he says, "Fish". The asking player then takes the top card from the pack. If it matches a card in his hand he lays down the matching pair. If it does not match, he must keep the card in his hand. The child with the most pairs wins. The child on the left of the first player continues the game.



Let's Go to the Moon

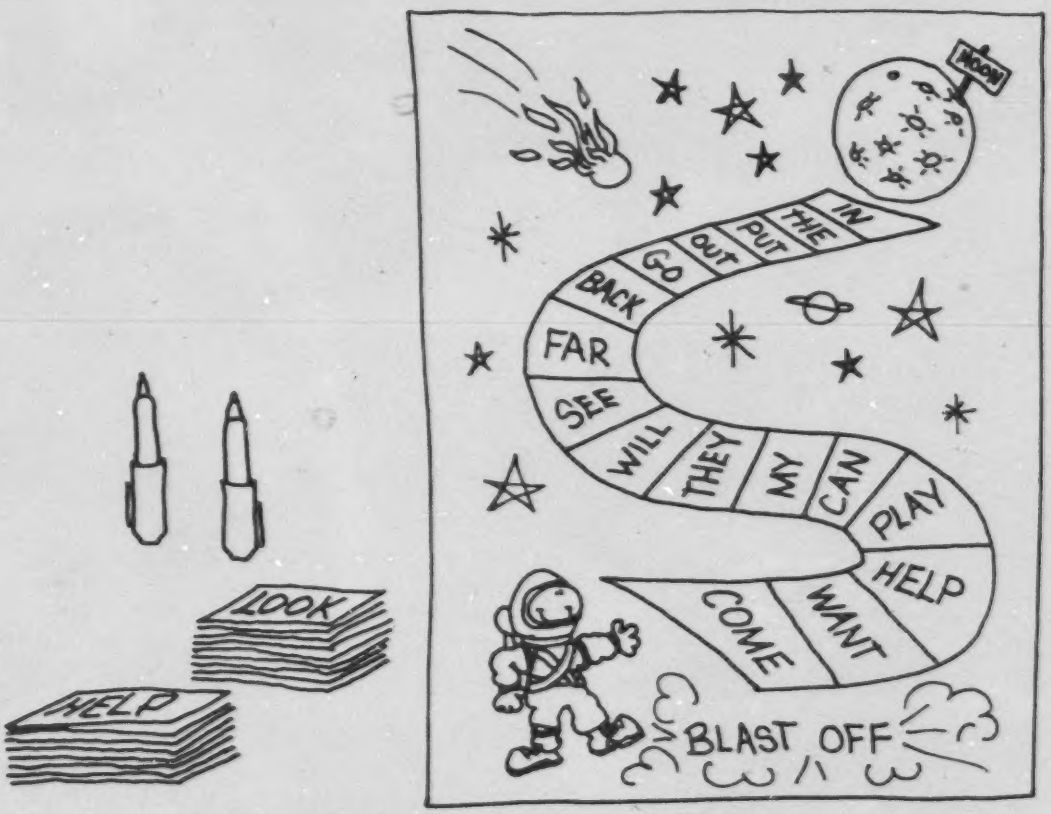
Objective: To reinforce vocabulary.

Materials: 12" X 18" construction paper "path", two space capsules, set of word cards, a moon.

Procedure: On 12" X 18" construction paper, draw a spiral path leading to the moon. Mark off ten or more sections and type a known word in each section. Prepare a set of word cards using the same words.

Directions: Two players each take a space capsule (a marker) and a set of cards containing the same words that are on the path. The players place their capsules just below the first space and cards face up. The first player reads aloud the word on his top card. If it is the same as the word in the first space, he moves his capsule to that space; if it is not the same, he may not move. He places his card at the bottom of his pack and the other player takes a turn. A player who miscalls a word, once his space capsule is launched, must move backward one space. The first person to reach the moon is the winner.

Variations: Cards could be used for vowel sounds; cards could be used for consonants.



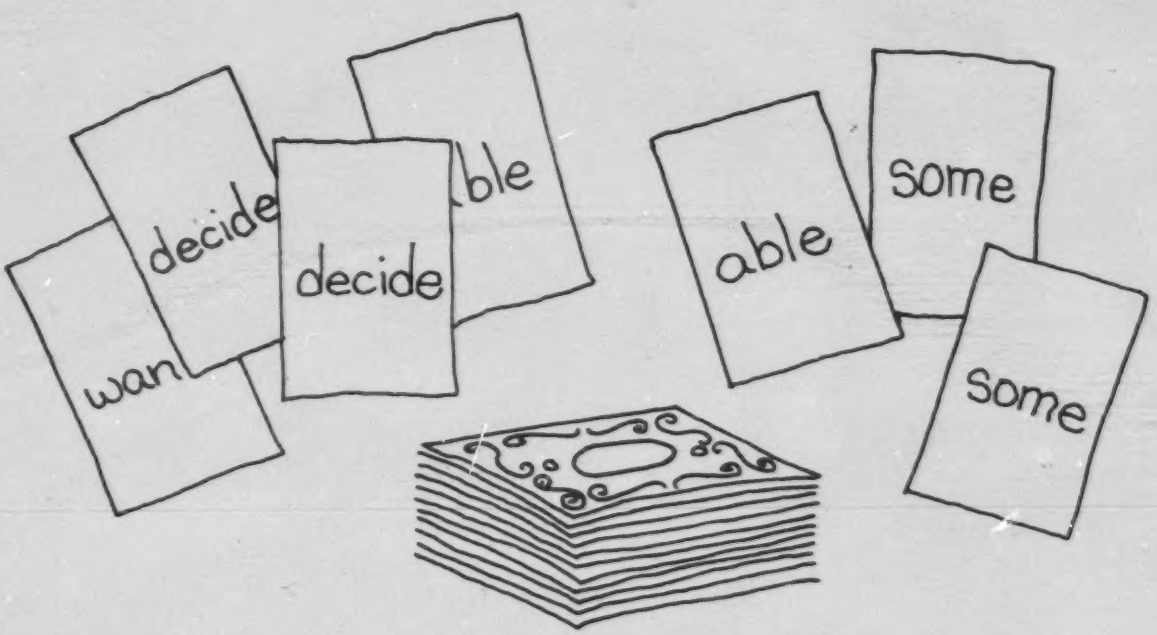
VOCABULARY

Passout

Objective: To practice word recognition.

Materials: A set of word cards containing words to be learned. They may be math, social studies, science, etc., vocabulary words or a composite of all. Each card should have one word and its pronunciation on it. There should be two cards of each word.

Directions: Two to four players, pass out eight cards to each player and place the remaining cards face down in a stack. The first player removes a card from the pile or asks another player for the matching card. As the cards are matched and correctly pronounced they are placed in front of the player. Game ends when the deck is gone. Player with the most cards wins.



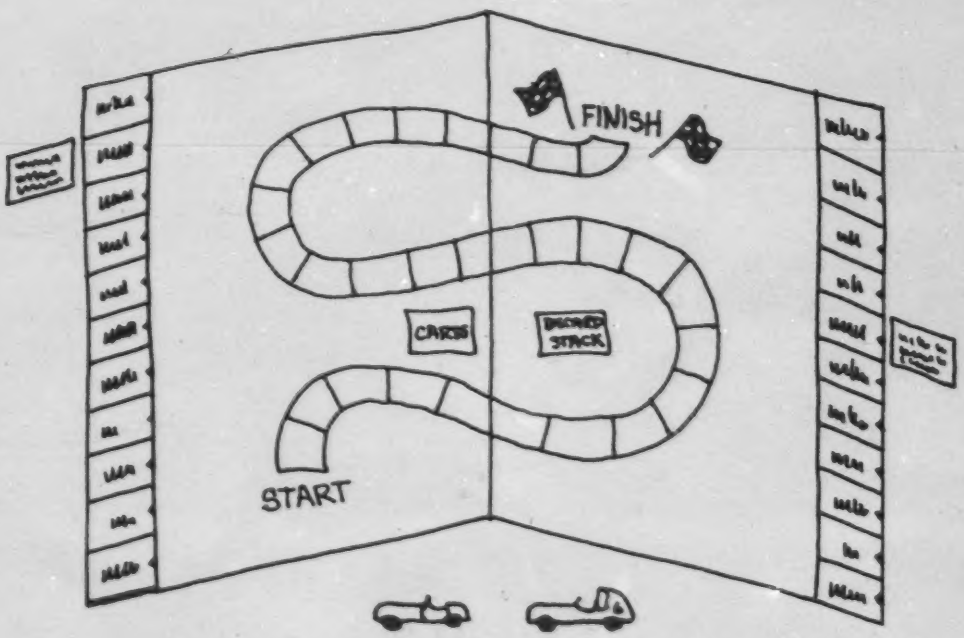
Whiz Game

Objective: To reinforce vocabulary.

Materials: Chipboard - 2 pieces each 19" X 22", masking tape, small cars for markers, colored cardstock for cards 2" X 4".

Procedure: To make the game board, fasten the chipboard together with masking tape so that it will fold for storage. With a felt pen, make 11 spaces each measuring 2" X 4" along each side. Now draw a curving roadway to fill the board. Divide the roadway into 26 or 28 spaces. Mount pictures of cars alongside the roadway. Draw two boxes 2" X 4" side by side for the stack of playing cards and the discard pile. Select the vocabulary words from a reader and put these on 2" X 4" cards. Write the meaning for each word on a separate 2" X 4" card. Notch the vocabulary cards for easy sorting. Number the face of the meaning cards and the back of the vocabulary cards for self-checking.

Directions: Place the vocabulary cards (notched edge) on the spaces along the side of the game board. Shuffle the meaning cards and place them face down in one of the squares. Each student is to have a marker to move along the roadway. The first student rolls a die and draws a card from the stack. He reads the meaning and matches it to a vocabulary card. After he has placed it beside the word he may check on the back of the vocabulary card to see if the number matches the one on the front of the meaning card. If it matches, he may move the number indicated on the die. If he is unable to match or does not do it correctly, he places the card face down on the discard pile and does not move his marker on the roadway. After all the cards in the first stack are finished, the discard pile is used. The player whose marker reaches the end of the roadway first wins.



VOCABULARY

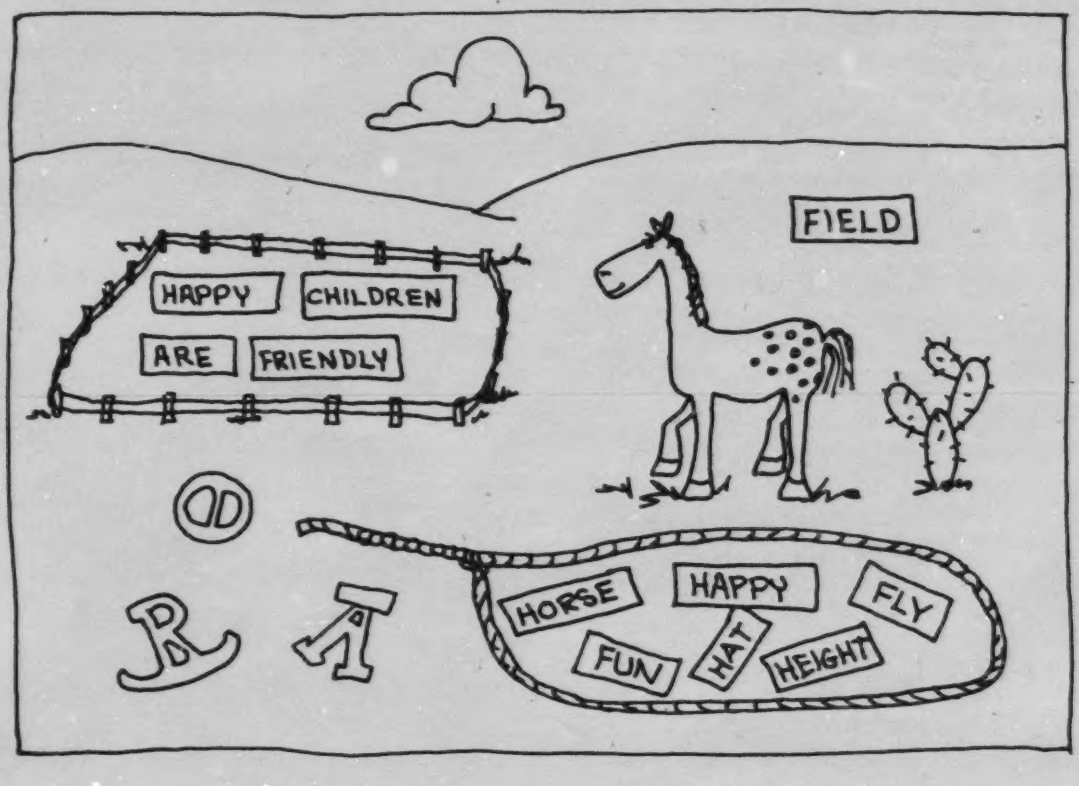
The Old West

Objective: To reinforce vocabulary words and use them in correct sentence structure.

Materials: Large table covered with oil cloth. Using Magic Markers, paint Western scenery, cowboy and corral on oil cloth. Lasso (thin rope), brands made from rubber erasers or potato blocks, class list or chart, word cards, auxiliary word cards for "field", rubber stamp pad.

Procedure: Teacher spreads a number of more difficult word cards on table. Also on table, place a stack of former vocabulary words and auxiliary words to use in sentence structure. These words are termed "field". Pupil "ropes" words he can read by placing a rope around them. If pupil is able to make a sentence with these words with help from auxiliary "field", he does so in fenced section "corral". Each correct sentence enables pupil to place his "brand" after his name on class chart. If he fails to read words correctly another pupil takes his turn.

Variations: Teacher may use this table game for spelling and also as a Learning Center for Language Arts. Four or five pupils may work together to see who gets the most "Brands". Correlate with art. Design original "Brands" using pupil's initials.



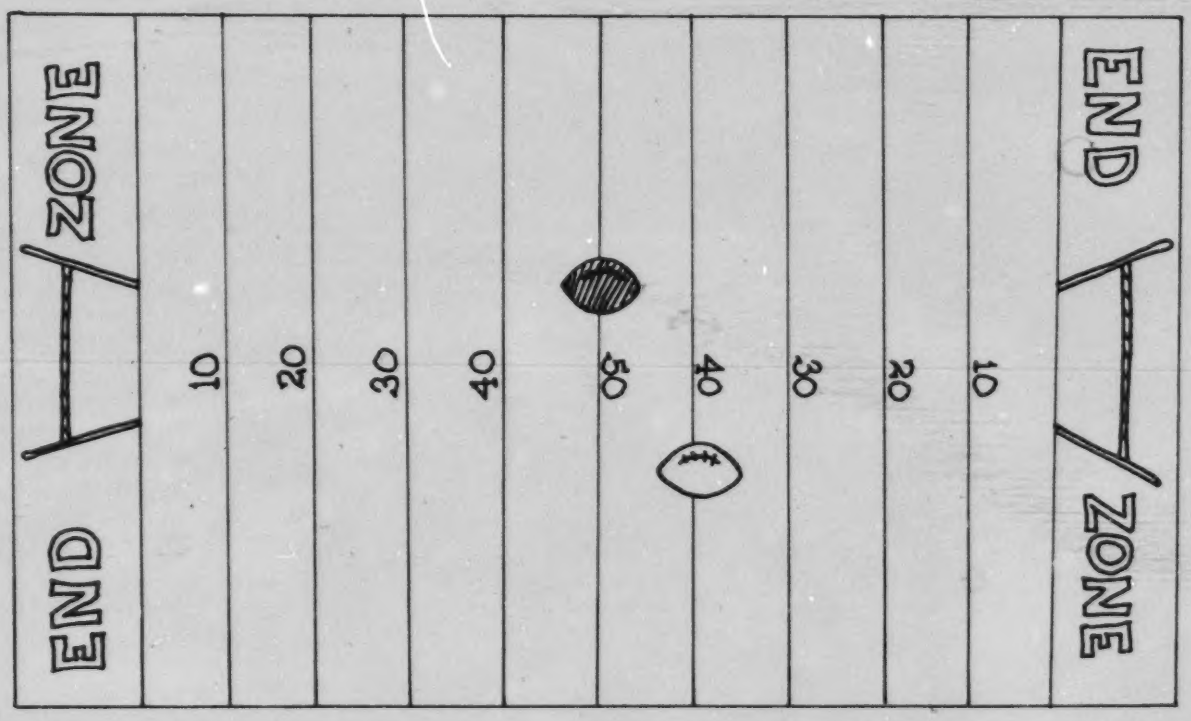
Football

Objective: To develop phrase reading.

Players: Two teams

Materials: A piece of oak tag with the yard lines of a football field drawn on it. Two paper footballs each of a different color. Small cards with phrases on them. Mark a few of the phrases with a red dot.

Procedure: Divide the group into two teams. Place the pack of phrase cards face down near the 50 yard line. Place each football on the 50 yard line. The first person on each team draws a card. If he can read the phrase correctly, he may advance the ball to the 40 yard line. Then someone on the next team proceeds in the same way. If he cannot read the phrase he suffers a ten yard penalty. A red dot indicates he must use phrase in a sentence. The first team to reach the goal line receives six points. Game ends at a given time.



VOCABULARY

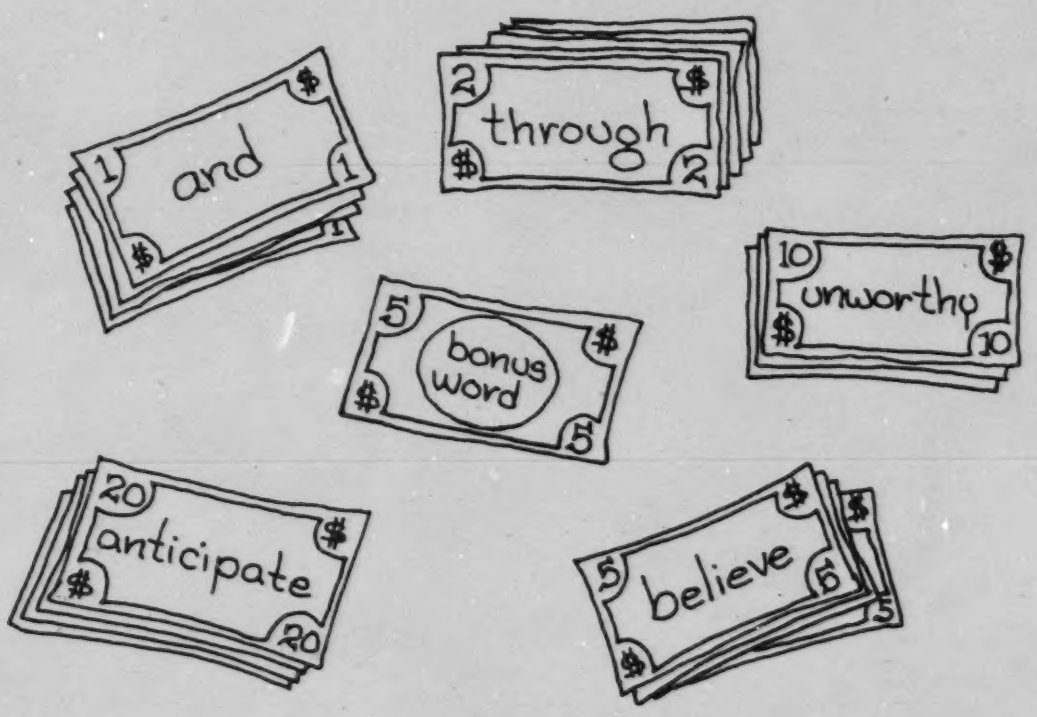
Money Words

Objective: To provide practice in spelling, reading small words, and composing sentences.

Players: Two to four players in two teams.

Materials: About 25 each of 1, 2, 5, 10, and 20 dollar words. Make each value on a different color paper. Word cards in colors and difficulty corresponding to the money. A pile of "bonus" words and $5 bills.

Procedure: One child on each team is in charge of "money". The first child chooses what value word he wants. The player from the other team in charge of the "money" takes the top card and reads the word, and uses it in a sentence. The player who chose the word must then spell it. If he is right on the first try, the banker pays him. Then he gets a bonus word. If he gets this right, he wins another $5 for his team. It is then the other team's turn. When the game is up, the team with the most money wins.



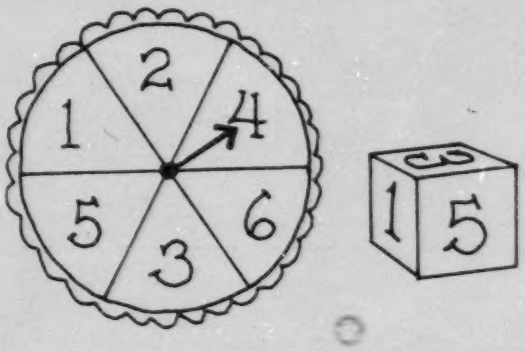
Alphabet "Checkers"

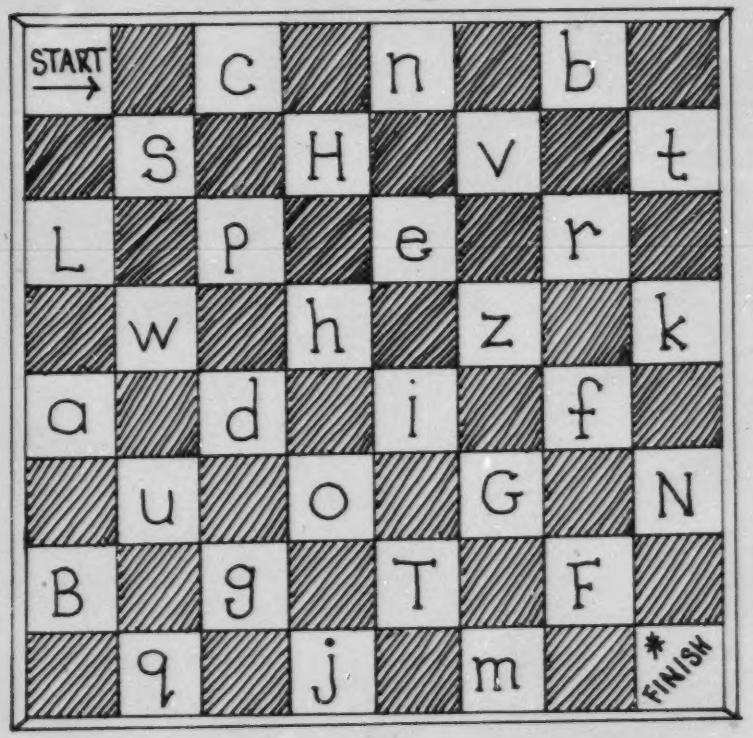
Objective: To identify letters and produce the sounds of the letters.

Materials: Checkerboard, felt tip pen, number cube or spinner.

Procedure: Use commercial checkerboard for a strong, long-lasting base. Letter with felt pen.

Directions: Roll cube or spin spinner. Move number of spaces shown. If landing on black, person just stays. If landing on red, read letter and give one of its sounds. If player is able to do the above, he moves ahead an equal number of spaces. If he is not able, player stays. The first one finished is the winner. Game for 2-4 players.





Which Switch?

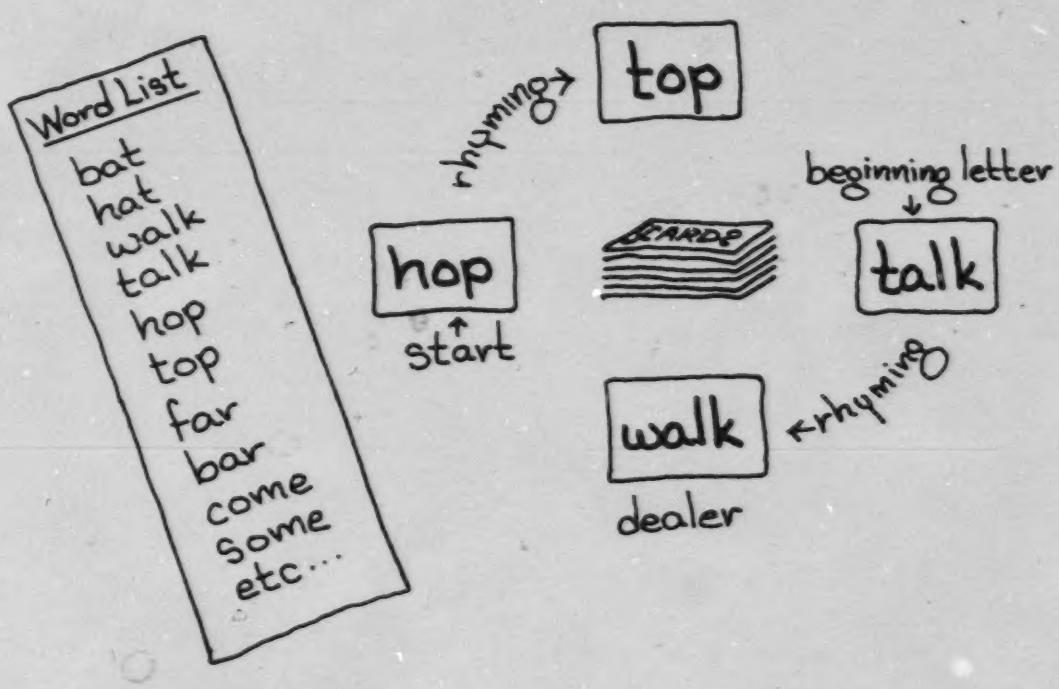
Objective: Auditory discrimination with initial consonants.

Materials: Thirty-two small tagboard cards 2" X 3", list of rhyming words and words several of which begin the same, felt pens.

Procedure: Print the words from the lists on the small cards and design the backs to make a pack of playing cards.

Directions: Deal four cards to each player. The child seated to the left of the dealer plays one card, naming it. The next player must play a card that either rhymes or begins with the same letter. If he cannot do this, he must draw a card from the center pile and the next player tries. The first one to use all the cards in his hand wins.

Variations: Final blends, digraphs, dipthongs.



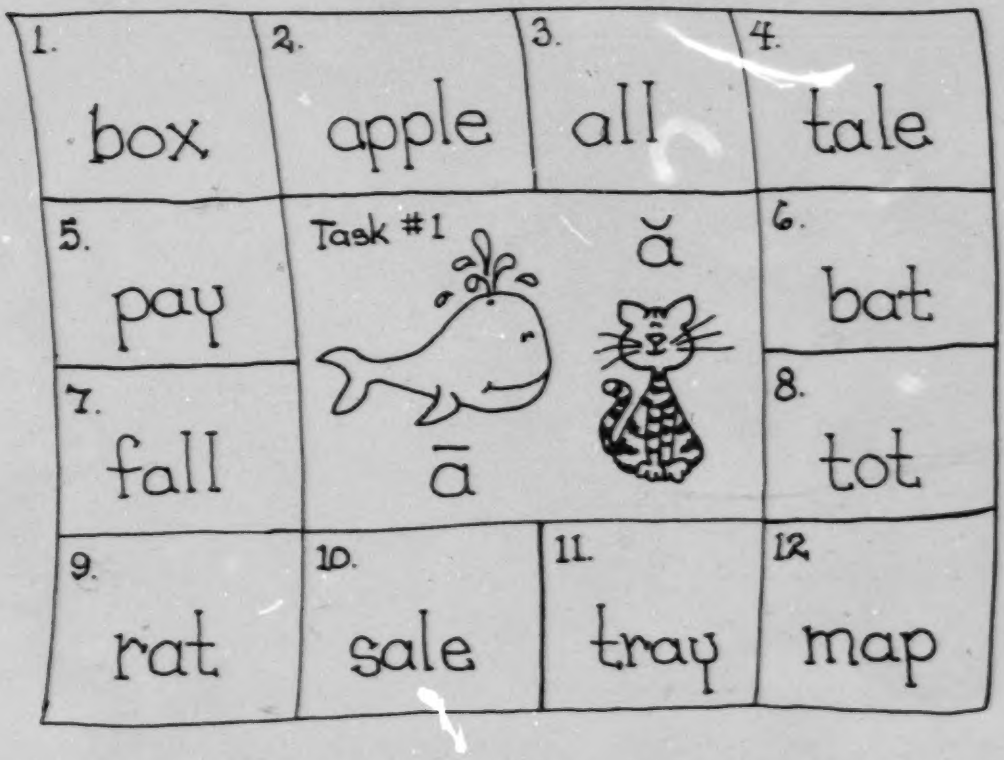
Long and Short of "A"

Objective: To develop auditory discrimination of vowel sounds, long and short.

Materials: 3 1/2" X 11" index, felt pen, clear contact paper.

Procedure: Prepare Task Cards similar to the example, using the other vowels. Cover each card with contact paper (or laminate) so that the students may write on the cards. Number each card so that the students may record which cards have been completed.

Directions: Say the word in box No. 1. Decide whether it has a short vowel sound or a long vowel sound. Find another word that has the same sound. Write the number of the word in the blank next to the numeral 1 with the felt pen. Move right to box No. 2; say the word: Does it have a long or short vowel sound? Find another word that has the same sound. Write its number in the blank next to the numeral 2. Continue filling in the blanks. Check your paper with the answers on the back of the card. Remove your answers before returning the card to the file.



PHONETIC ANALYSIS

Ship Ahoy!

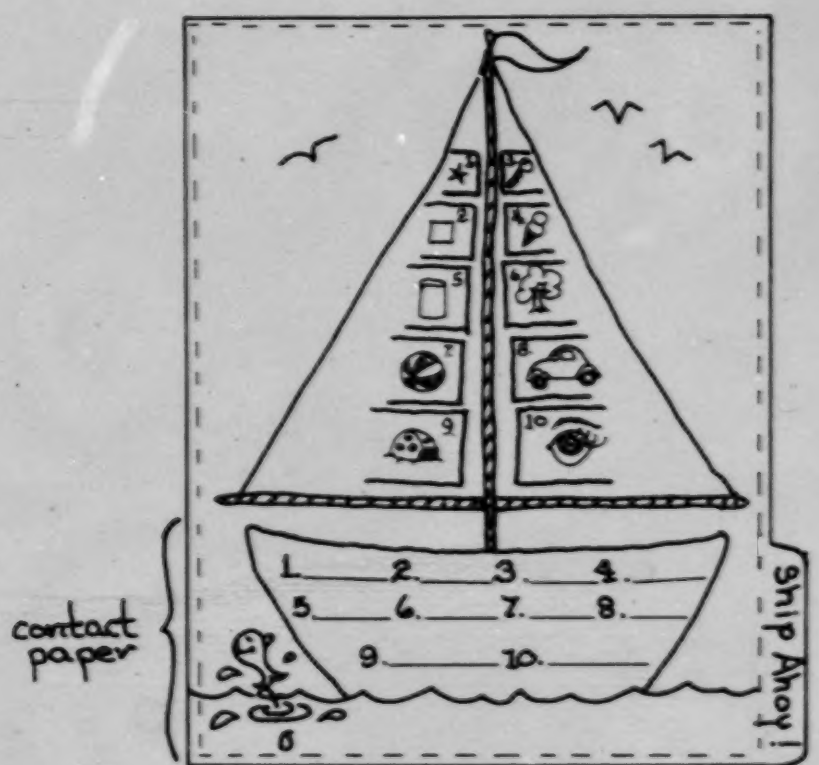
Objective: Spelling: short and long vowels.

Materials: Manila folder 9 1/2" X 11", felt pens, pictures of objects to be spelled (see illustration below), acetate.

Procedure: Staple a manila folder together. Illustrate the folder as shown in the diagram below. Cut a three sided window around each picture in upper side of folder. Under each picture write the correct spellings. This will serve as a check for the child.

Directions: Write the name of the picture on the acetate. Be sure the numbers check with the word you are writing. After you have written the word, check your work by lifting each picture on the sail.

Variations: Vowel-consonant-silent e (VCE), vowels followed by r, vowel digraph, etc.



Flower Words

Objective: Practice consonant substitutions in making new words.

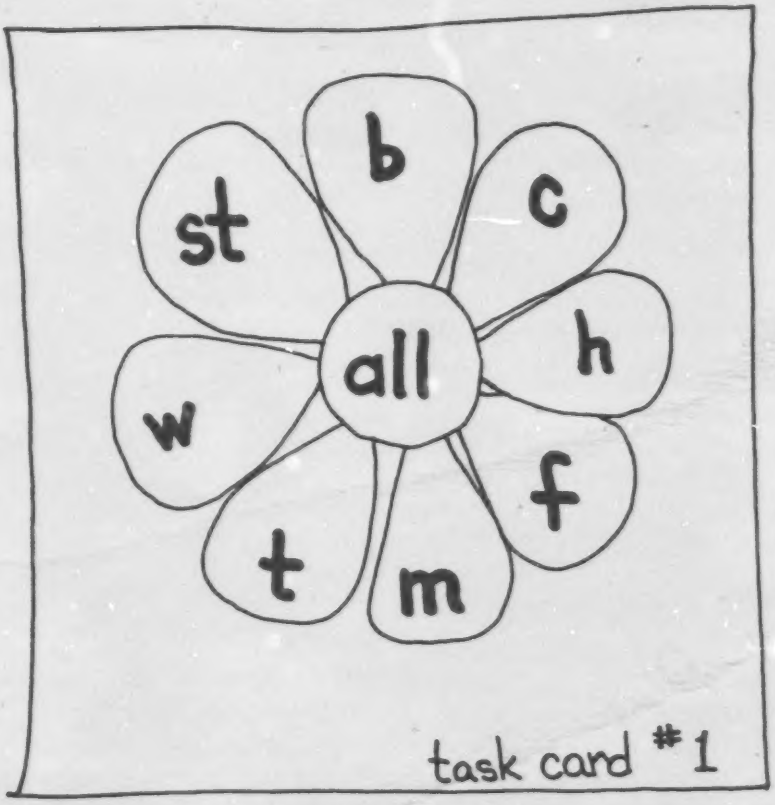
Materials: Construction paper flower with a large center on which the word ending "all" is written with a black felt pen, and eight petals on which the following consonants and digraph have been labeled: b, c, h, f, m, t, w, st.

Procedure: Enclose the flower along with sheets of lined paper in a large size envelope. Print the following directions on the outside of the envelope:

> "Write eight different words, changing consonants and using the same ending. See if you can make some other words."

Print the answers on the back of the card for self-checking.

Variation: Prepare other envelopes with different kinds of flowers, using other endings such as "ack", "ar", "im", "it", etc., and appropriate consonants and digraphs.



PHONETIC ANALYSIS

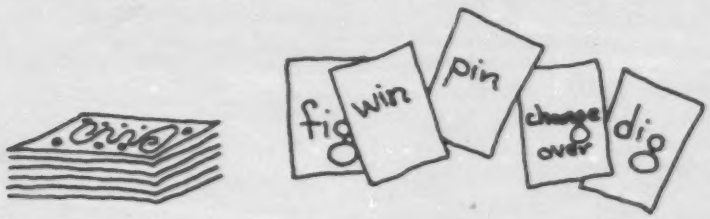
Change Over

Objective: To develop recognition of word parts using phonetic and visual elements.

Materials: Set of 3" X 5" cards with words on them (Example: dish, fish, wish; dig, fig, pig, wig, big; sip, dip; dill, fill, pill, sill, will, bill; fin, pin, sin, win, bin; fit, pit, sit, bit), and five cards which read "Change over."

Procedure: After shuffling cards, dealer passes five cards to each player. Remainder of deck is placed face down and top card is turned over and placed next to the deck. First player must match beginning or ending word parts. If player cannot match, he may play a "Change over" card. This card becomes a word of the player's choice. If player cannot play from his hand, he must draw from the deck until he can. Player says each word he plays. The first player who goes out is the winner.

Variations: A set of cards can be made for each of the long and short vowel sounds.



Build-A-Word

Objective: Consonants in the initial position.

Materials: Milk cartons or berry baskets, yarn or tape to fasten cartons together, 40 or 50 small cards.

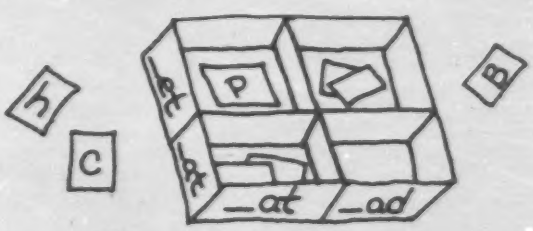
Procedure: Decorate and fasten containers together. Print several cards for each consonant of the alphabet. Print a word family on the side of containers.

Key for possible word families

__at	__et	__ot	__ug	__it
__ad	__ed	__od	__un	__in
__an	__en	__op		

Directions: Tell children to look at the side of the boxes and find letters that will go with the side to make words. If two children are working, tell them to read their words to each other.

Variation: Ending consonants



Window Shopping

Objective: Reinforcement of 2 letter blend sounds.

Materials: Tape, Strips of tagboard 2" by 12", Large piece of tagboard, Felt pen, Paints, Covered box or large manila envelope.

Procedure: Draw and cut out a store front. Cut out a window 2" by 1 1/2". Tape one small strip across the top and bottom of the window on the underside. This is to hold the word card in place. Print blend words on the long cards.

Directions: 1 or 2 children. Slide the long word cards into slot so that a word appears in the cut out window. Each takes a turn saying the words while the other child checks.

Variations: Word families, alphabet, vowels, beginning and ending sounds.

PHONETIC ANALYSIS

Toss-A-Blend

Objective: Two letter blends.

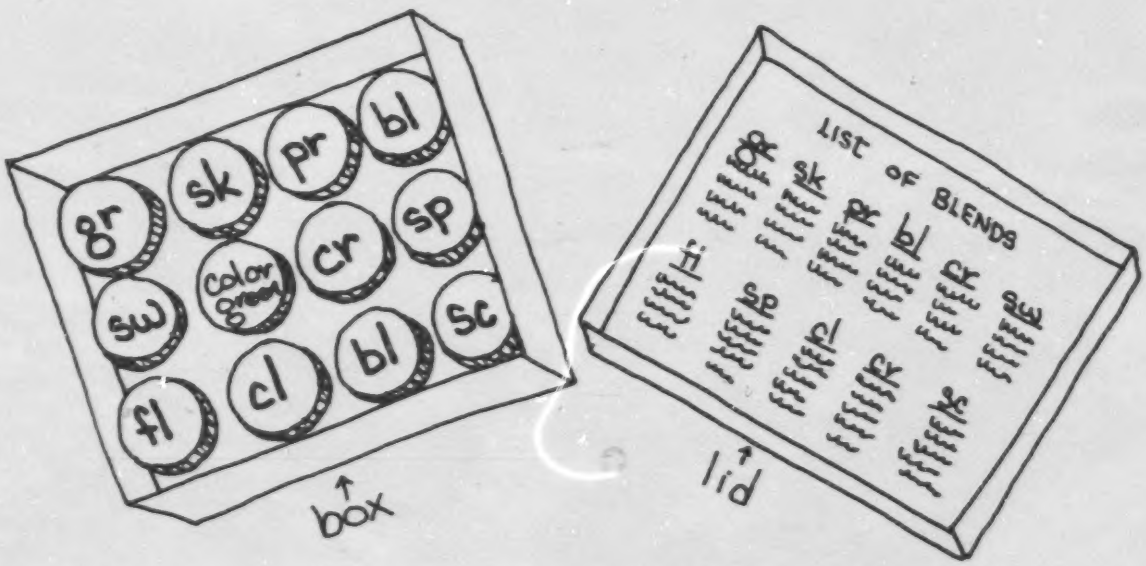
Materials: Shallow box, twelve strips of 1" X 5" paper. (or plastic covers such as used on hair spray containers), 3 paper clips to toss, felt pens, paste.

Procedure: Cover and design box. Staple the ends of the strips of paper to form small circles that can be placed in the shallow box. Paste these circles so they will not move. (or glue plastic lids in box) In the center of each circle, print a blend. On the lid of the box print a list of key words for self check as follows:

sk	sw	cr	sp	gr
skin	sweater	crop	spell	gray
skull	swam	creek	spot	grip
skunk	sweep	crowd	spoon	grass
sketch	swap	crab	speak	grub

Directions: Two or three players throw in turn. Players must sit two feet or more away from the game. He tosses the clip and says a word that begins with the blend in the circle where clip lands. If the word is on the key list of the lid, the player gets a point. Words cannot be repeated for points. If a clip lands in the green, player loses a turn. The first player to get 10 points wins.

Variations: Three-letter blends, short and long vowels.



Graceful Dragon Race

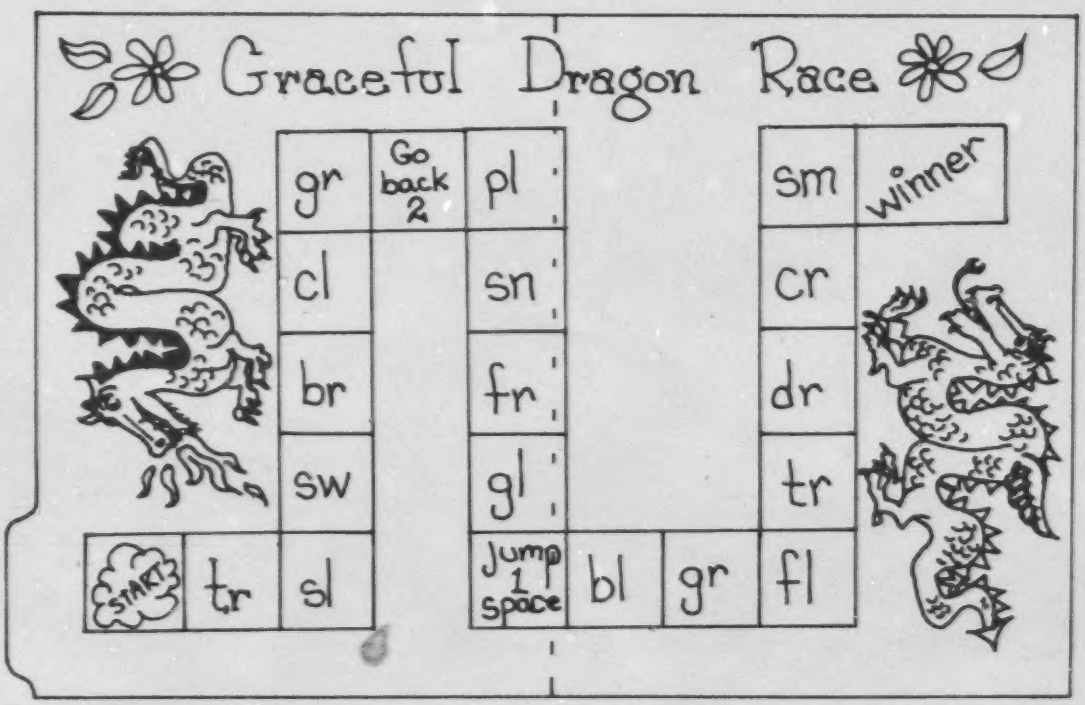
Objective: Recall of two letter blends in initial position.

Materials: Manila folder, felt pens, die (sugar cube or wooden cube) and disc for each player.

Procedure: Draw game path in small squares. Print a letter blend in each square. Use picture to brighten game path.

Directions: Each child rolls the die in turn (2-4 play). Move disc ahead as indicated by the number on the die. Student says the beginning sound and gives a word that begins with that sound. If correct, he remains in the space, but if he is incorrect he must stay where he was before the roll. Student to reach winner box first wins the game.

Variations: Three-letter blends both in initial and final position.



PHONETIC ANALYSIS

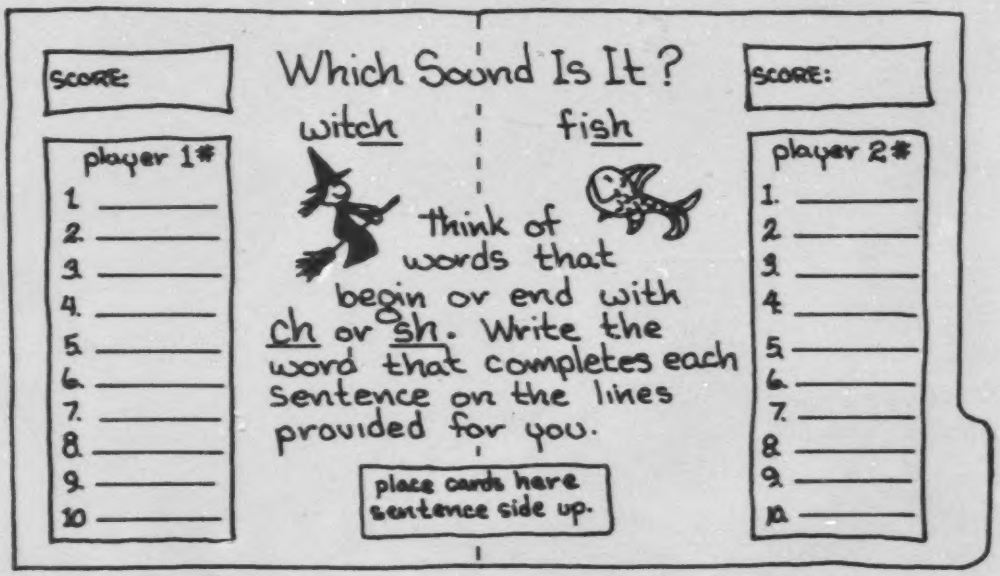
Which Sound Is It?

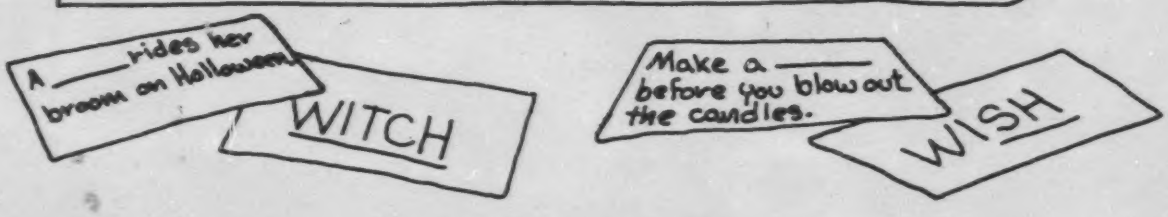
Objective: Review ch, sh digraphs.

Materials: Manila folder, felt pens, 15 to 20 small cards 2" X 3", acetate, contact paper (clear).

Procedure: Design game board as below. Each player's writing space is covered by stapling acetate over the lines. The child may then write his response with water base felt pen directly on the acetate. Print sentences on the small cards leaving a space for a word with an sh or ch sound. See cards below. Then print the correct word on the back of the card for self-check.

Directions: 2 children may play. Small cards are mixed and placed on indicated space on game board, sentence side up. In turn each player takes his card and gives the word to complete the sentence. Player then writes it on a space on his side of the game. When all cards have been taken and words written, the cards are turned over and the spelling checked. Points are given for correct answers. Child with most points wins.





"EA" Hang-Up

Objective: Recognition of digraph sound "ea".

Materials: Small covered box to hold cards, thirty small cards shaped like telephone receivers, tape, two pieces of tagboard 10" X 14", three paper brads.

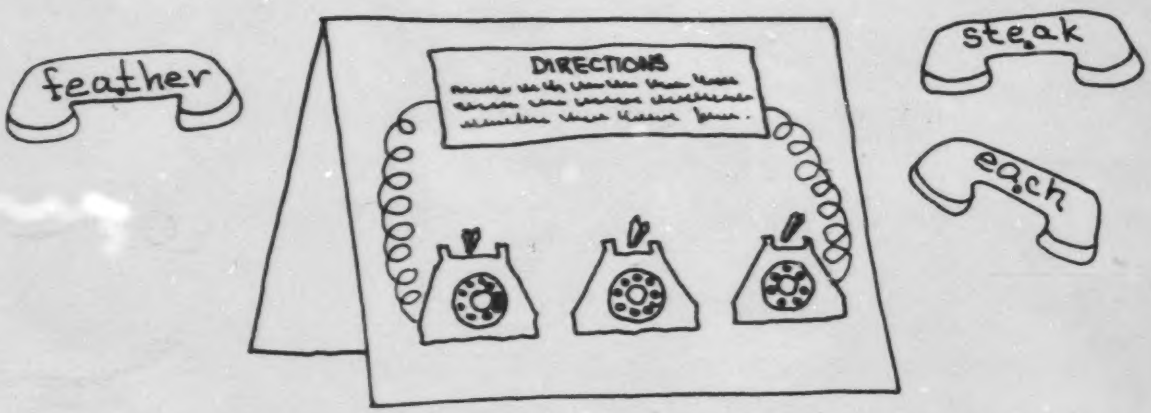
Procedure: Hinge the two large pieces of tagboard so they will stand. (See below) Print the following rule on the gameboard approximately 1" below hinged edge:

> The vowel digraph ea has three sounds; long e, short e and long a. If the word is unfamiliar to you, try each of the three sounds. If you still cannot tell what the word is, you may need to use the dictionary. Place the receiver on the telephone with the right sound.

One-half inch below this draw three telephones equally spaced across the tagboard with an example word and the e marked with a diacritical mark. Insert a paper brad from the back of each telephone so that the two points may be used as a hook. Print ea words on the 30 small cards. Punch a hole on the top edge in the middle so that the card can be hung on the hook. Mark the back of the card with the correct sound of e for self check.

Directions: 1 or 2 may work with cards. The child looks at the word and digraph and pronounces it. He then hangs the card on the hook of the telephone that shows the correct sound. When all the cards have been placed, the child removes the cards, one hook at a time and checks the back to see if he has placed the cards on the correct hook.

Variations: Three sounds of suffix ed, long and short vowels.



PHONETIC ANALYSIS

Phun

Objective: Sound of (ph) (intermediate).

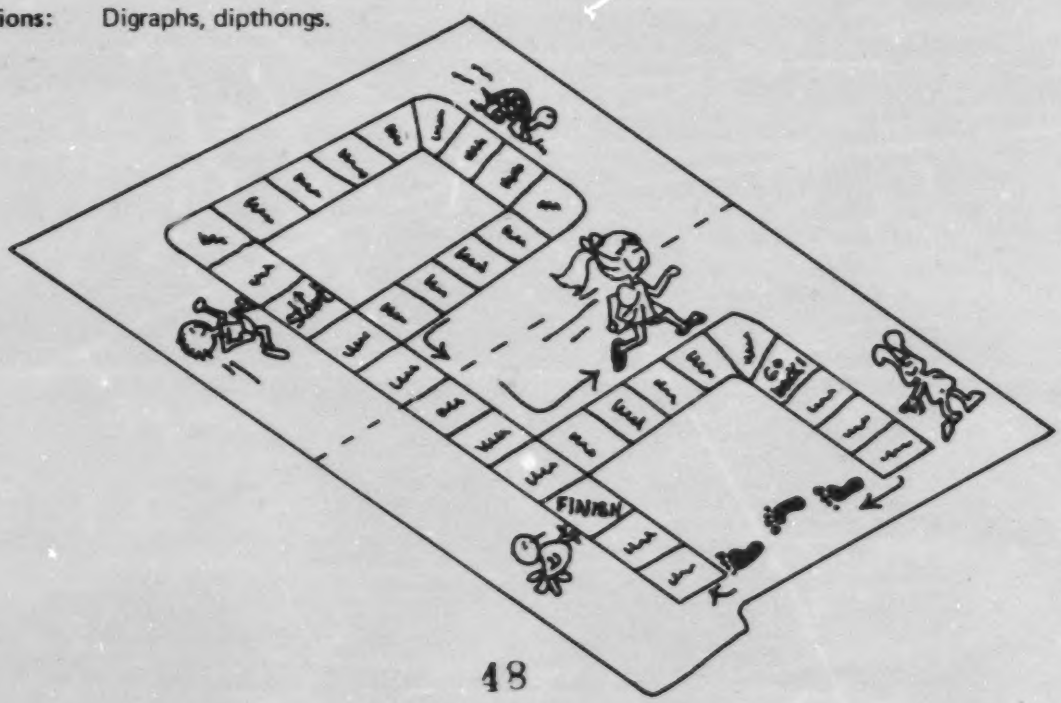
Materials: Manila file folder, colored felt pens, contact paper if desired, marker to move over game path, one die.

Procedure: Draw game path in shape of a large ph (see illustration). Brighten with drawings. Divide path into small squares and write a word from the list below or give "go back" instructions. Print directions in free space.

prophet	Stephen
pharmacy	phone
emphasis	telephone
photo	typhoid
alphabet	graph
physician	prophecy
Philadelphia	geography
phonics	philosophy
autograph	catastrophe
physics	phonograph
phrase	elephant
nephew	pheasant
alphabet	

Directions: Two - three players. Each player in turn rolls die and moves indicated number of spaces. He pronounces word. If correct, he remains in that space. If in error, he must return to his last space. First to cross the finish line is the winner.

Variations: Digraphs, dipthongs.



Feed the Pig

Objective: Hard and soft G.

Materials: Tagboard to draw large pig, library pocket, 15 or 20 small cards, clear contact and colored felt pens.

Procedure: Draw large pig. (See illustration). Make a wide slot for the mouth. On the back place the library pocket so that when the word cards are put in the pig's mouth they will go into the pocket. Put another small pocket on the front to hold the small word cards and print the directions on it. Print the small cards using both hard and soft g words.

Directions: One or two children may work together. "I am a pig and my name ends with a hard g. Put all the hard g words in me. Check the answers on the back of each card. Hard g words will have an H and should be in the pig. Soft g words will have an S and should not be in the pig."

Variation: Hard and soft C.

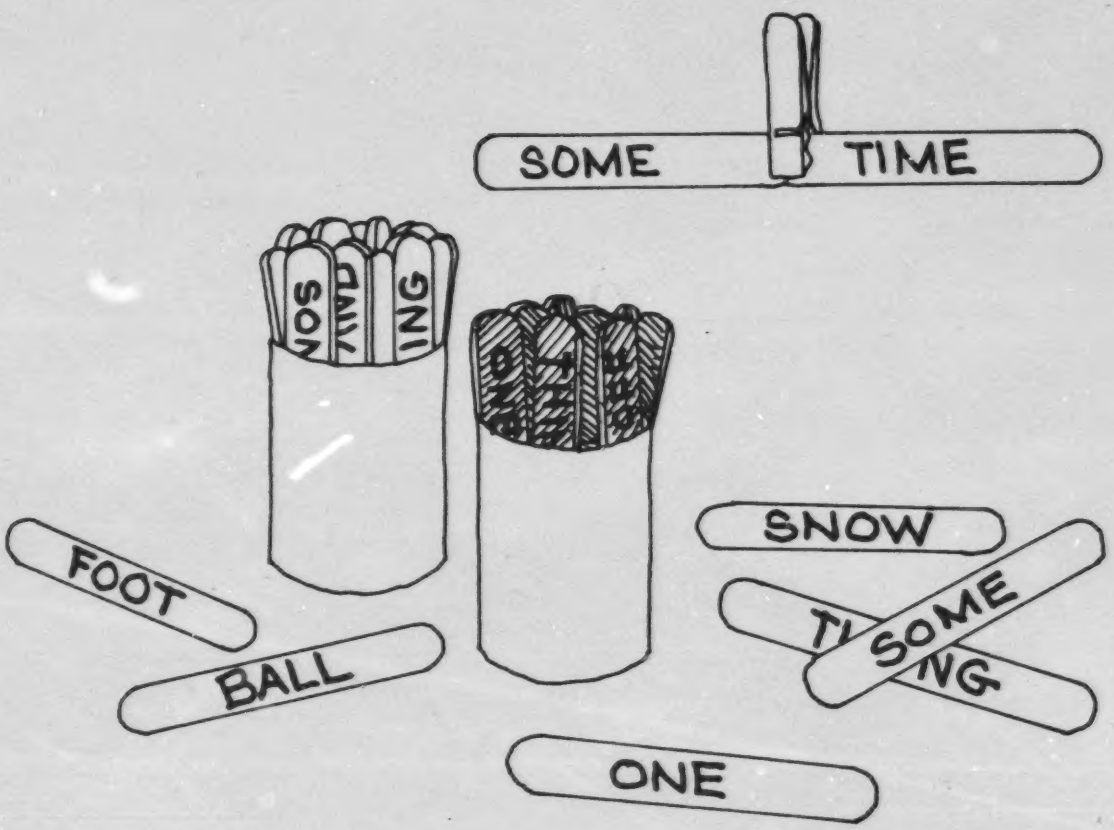
Compound Clip

Objective: To learn compound words.

Materials: Tongue depressors, spray paint, clothespins, cans to hold tongue depressors.

Procedure: Spray paint the tongue depressors with two colors. Use one color for the first part of the compound word and the contrasting color for the second half of the word. Print the words on the tongue depressors after the paint has dried, with permanent felt-tipped pen. As the pupil matches the two colors to make a compound word he clips them together with a clothespin. A list of the compound words used could be typed and pasted in the bottom or the lid of the box for self-checking.

Variations: Use the tongue depressors in the same way to teach rhyming words, opposites, homonyms, synonyms or contractions.



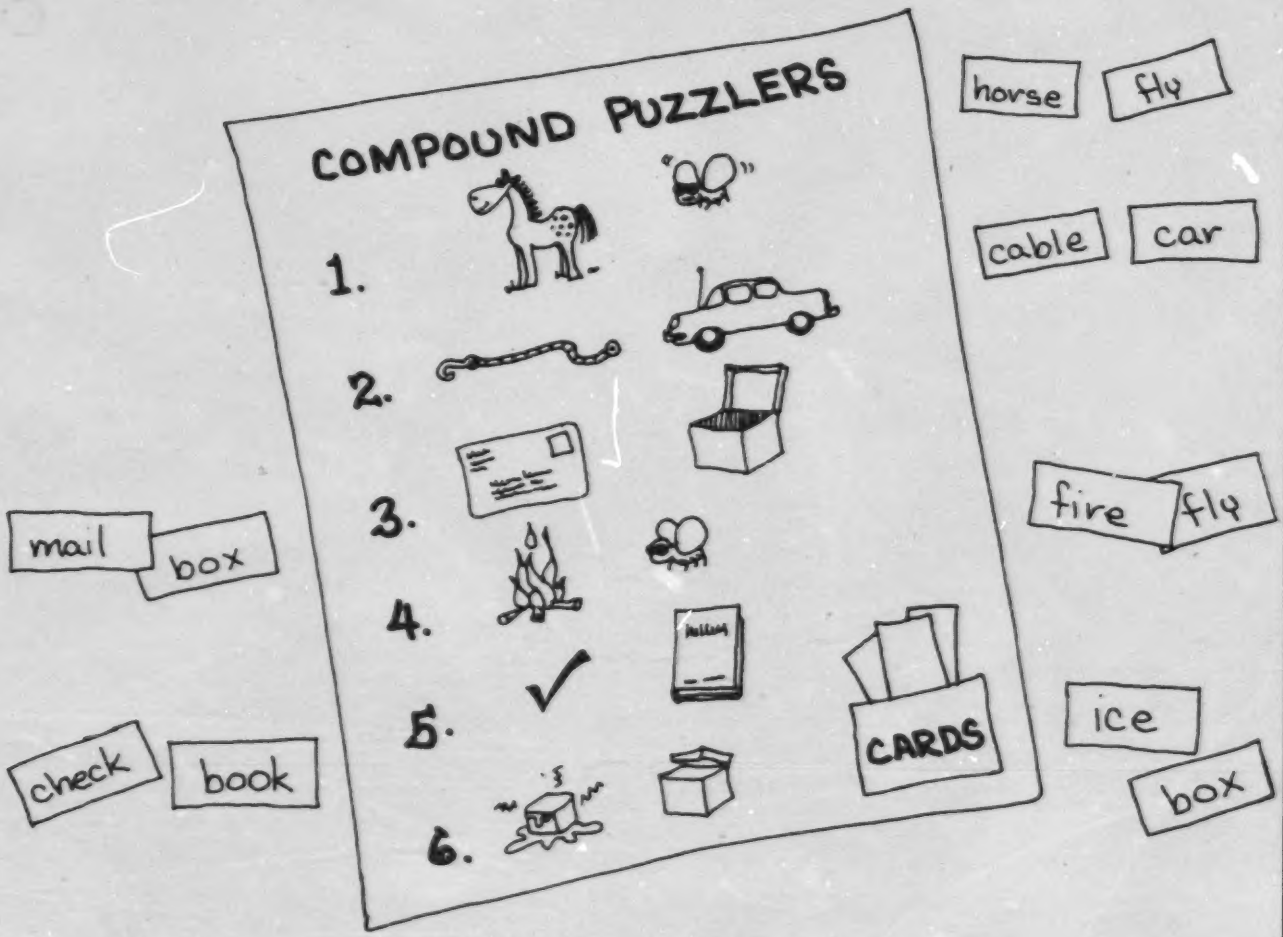
Come Up With Compounds

Objective: Creating compound words.

Materials: 12" X 15" sheet of tagboard, 12 illustrations of words forming compound words, 24 cards with parts of the compound words printed on them, 1 small card pocket holder or small box, felt pens.

Procedure: Place two pictures together so that the names of each when put together will form a compound word. Make 12 rows of these combinations. Print each half of these compound words on a small card and place corresponding picture number on back of each half. If a pocket is used, paste it on the lower right-hand corner.

Directions: 1 or 2 children. Look at the picture in each row. Say the name of each picture to see if you can create a compound word. Find two small cards that will form that word. Turn the cards over to see if all numbers match.



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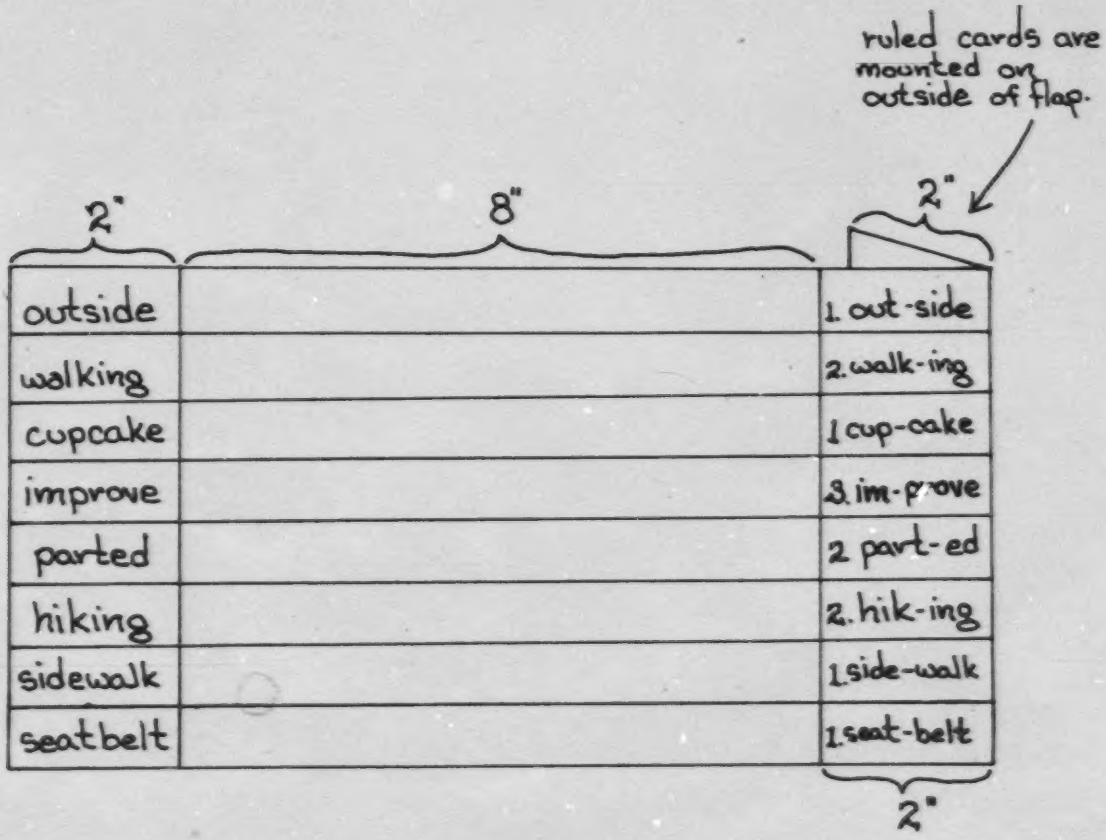
Why A Dash?

Objective: Syllable check

Materials: 7" X 14" manila tagboard, colored marker, acetate or clear contact paper.

Procedure: Rule 7" X 14" manila tagboard vertically into columns 2", 8", 2", 2" wide and make lines 3/4" apart horizontally so that the board resembles the illustration below. The last 2" column will fold forward over the third column which is 2" like the last column. Print the words on the board in the first column and leave the next one blank. Cover this 8" section with a sheet of acetate or contact paper as the children will write here. Print the answers and correct rule number in the third column and then fold the last one forward to cover the answers. Print rules on separate small cards and attach to board on cover side of answer key. Rule No. 1 - A compound word is divided between the words that make the compound word. Rule No. 2 - When a word has a suffix, it is divided between the root and the suffix. Rule No. 3 - When a word has a prefix, it is divided between the prefix and the root word.

Directions: Study rules. Look at the words and divide them into syllables on the acetate sheet. What rule did you use? Place rule number by the word. When you finish, check by lifting side flap.



Feed the Hippopotamus

Objective: Reinforcement of syllable recognition.

Materials: Large tagboard for drawing, felt pens, 2" X 2" tagboard cards, Library pocket, envelope.

Procedure: Draw a picture of a hippopotamus 12" tall. (as illustrated) Cut a slot for the mouth. Place library pocket on the back so that cards will slip into it when slipped through slot. Cut slots in which to insert directions so that the hippo may be used with different activities. Write the words on the small cards. Put an answer key on the back.

letter	place	
children	each	
chart	interviewer-4	(you may want to use
spelling	frighteningly-4	2 or 3 syllable words)
arithmetic-4	unfaithfulness-4	
unreported-4	education-4	
wonderful	disorderly-4	
	vegetable-4	

Directions: 2 children may play. Insert directions in slots such as: "Place all the words with 4 syllables in my mouth. Check your answers on the back."

Variation: Hard and soft - g - s - c.

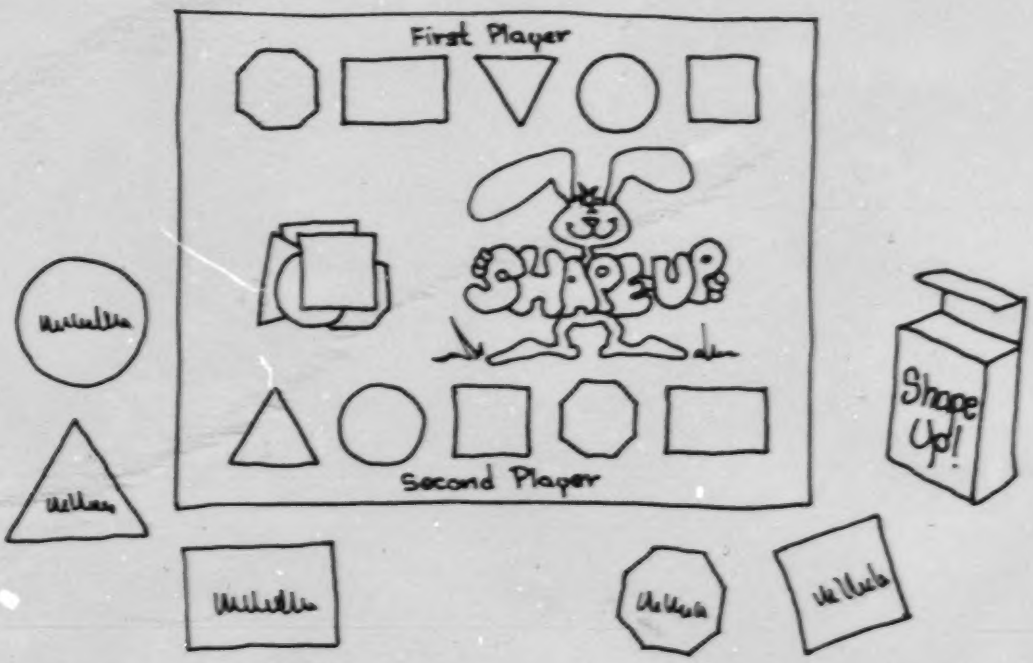
Syllabication Shape-up

Objective: Syllabication

Materials: Small covered box, cagboard 10" X 14", 25-30 small cards cut into shapes of hexagon, triangle, square, rectangle, and circle, colored felt pens.

Procedure: On top and bottom of 14" sides make the figures of hexagon, triangle, square, rectangle, and circle; cut several sets of cards the same size as the figures drawn on the board. On one side of the cards print a word. On the opposite side print the same word but have it divided into syllables and show the numeral for the number of syllables.

Directions: 2 players. Mix cards up and place them on the board. Be sure the side with the numeral is down. Each child takes a turn to draw a card. He must be able to say the word and tell the number of syllables it has. He checks by turning the card over. If he is right, he puts the card on the board over the correct shape. If he has already covered the shape, he sets the card aside. If he misses he returns shape to bottom of pile. The first child to cover all figures on his side of board wins.



Magic Windows

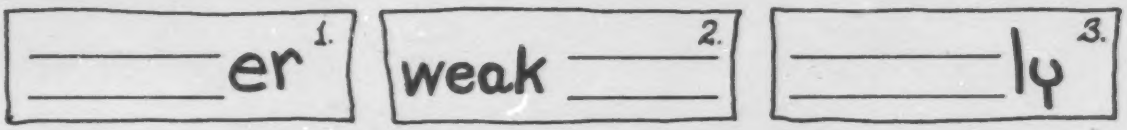
Objective: Suffixes

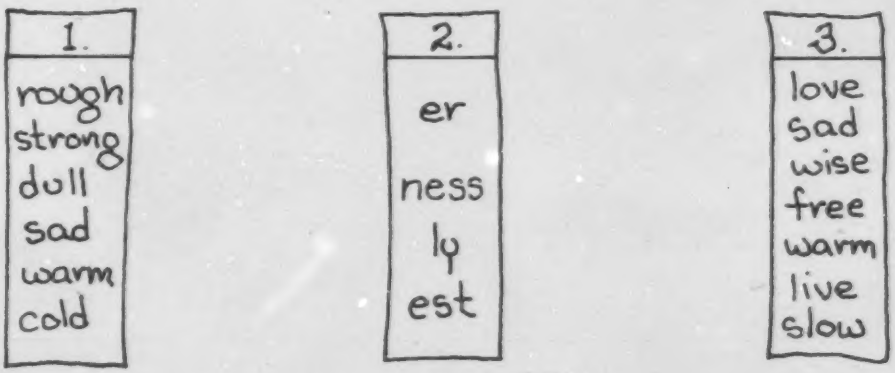
Materials: 6 tagboard cards 10" X 3 1/2", felt pens.

Procedure: Cut windows in three of the cards by cutting only the top and bottom lines. Do not cut the side window lines. Number the cards to match pull through cards. Use the remaining cards to write lists. (see illustration)

Directions: Two children may work together. Match the window cards with the number on the pull through cards and insert in the window. Each child takes turn in pulling cards through window and saying the words as they change while second child checks. Insert pull through card from the bottom and back through from the top.

Variations: Long and short vowels - blends with word families.





STRUCTURAL ANALYSIS

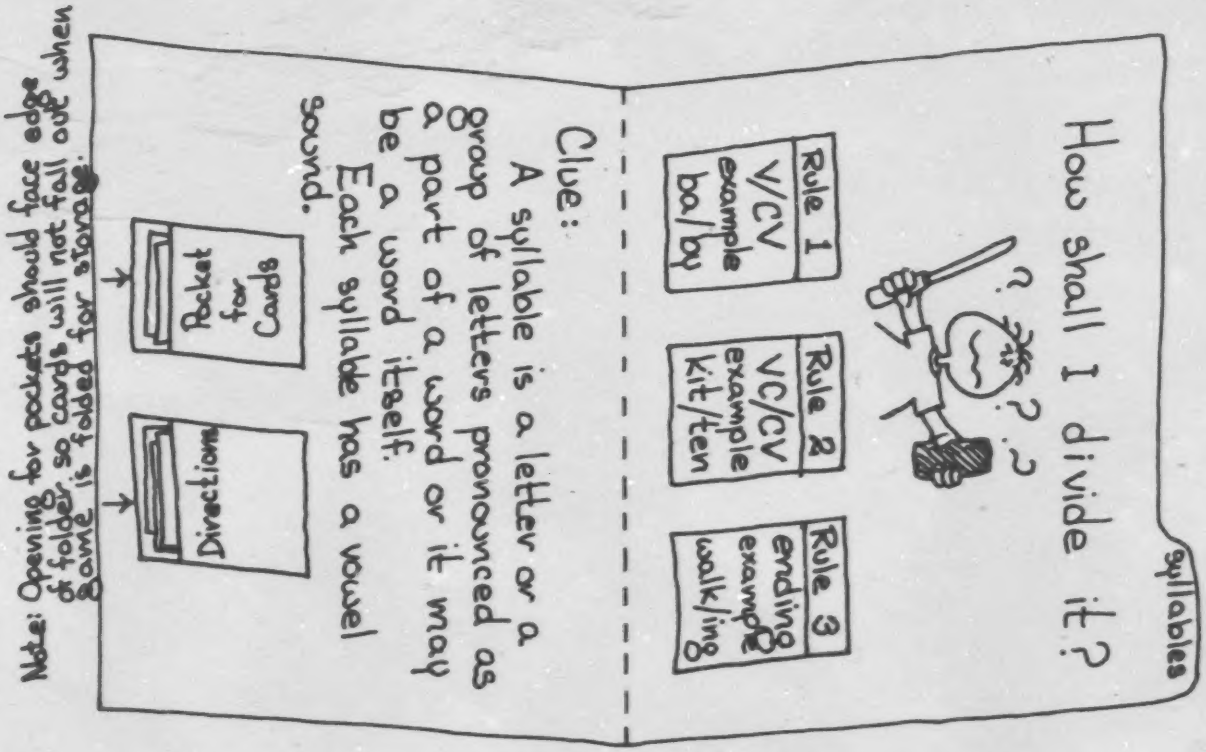
How Shall I Divide It?

Objective: Syllabication

Materials: Manila folder, 5 library envelopes, direction card, felt pen, 20-30 small cards 1" X 3", glue.

Procedure: Print words on the small cards that follow the VCV rule, the VCCV rule and the suffix rule for syllabication. Circle one of the syllables and print the rule number on the back of the card. Prepare the folder similar to the example below. Print the rules on the library envelopes and glue them evenly spaced on the right hand side of the folder. On the left hand side of the folder glue the envelopes for holding the cards and the directions. Print the directions below on the direction card.

Directions: "Read each word and study the circled syllable. Decide which rule was used to divide the word and place the word card in the corresponding rule envelope. When all the cards have been placed in an envelope, remove the cards and check to see if the number on the back of each card corresponds to the number on the envelope."



Prefix Flower

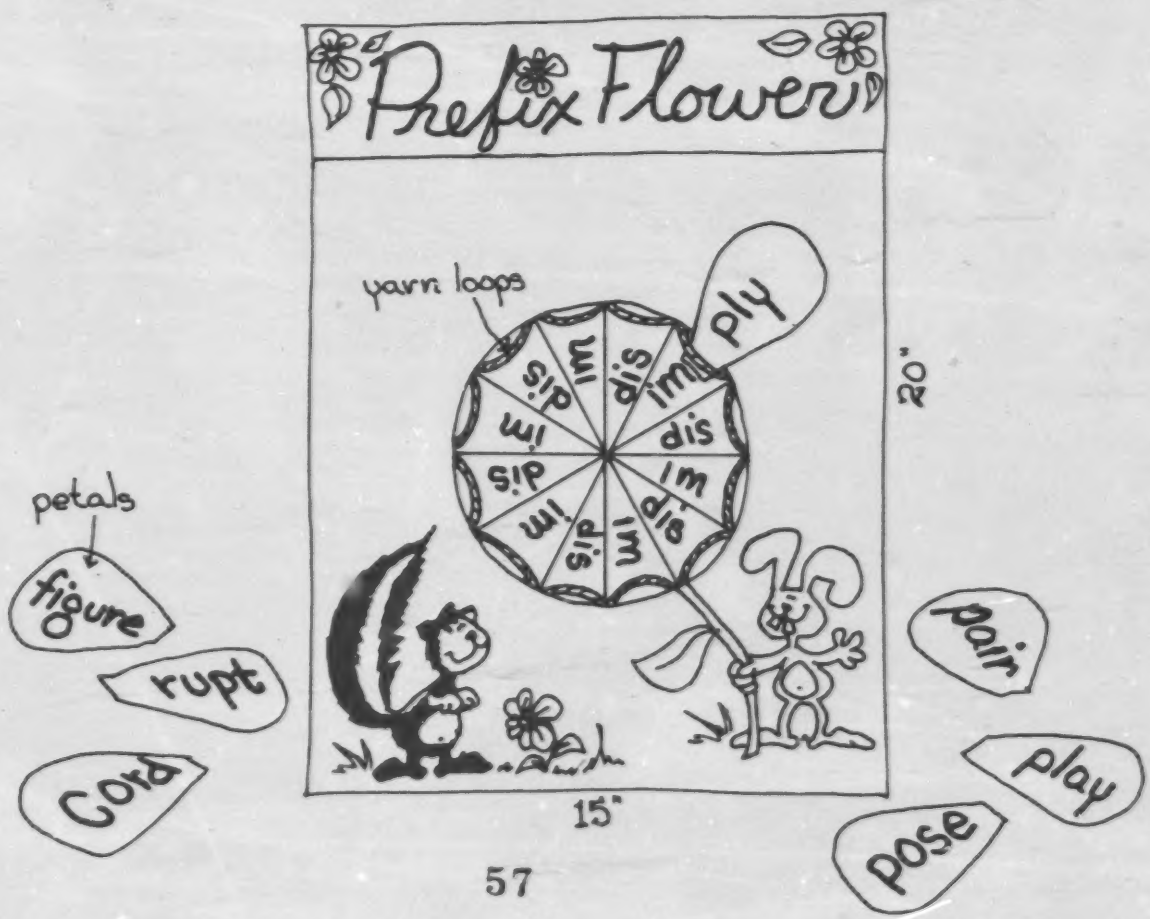
Objective: Matching root word with the prefix.

Materials: Tagboard (preferably colored), felt tip pens, yarn, contact paper (clear).

Procedure: Make two boards--cut pieces of tagboard 15" X 20". Measure three inches off the top for title. From the center of this 15" X 17" rectangle, draw a 10" circle. Divide the circle into 12 or 16 sections, and print the desired prefix in each section. Print title across the top and decorate board if desired. Cover the board with clear contact paper. With a large needle and colored yarn go around the edge of the circle to form loops for the petals to fit in. Cut the petals from contrasting colored tag, print the root words on the petals. Paste an envelope on the back of the board to store petals and answer key.

Directions: Place the board on a table or desk; remove the petals from the pocket on the back. Using a timer, see how many words the player can make in a minute. Check with the answer key.

Variations: May be used for suffixes or compound words.



STRUCTURAL ANALYSIS

Connections

Objective: Suffixes

Materials: Colored felt pens, covered box or large envelope, tagboard strips 2 1/2" X 6" colored or designed, tagboard strips 2" X 3".

Procedures: Print the following suffixes on the larger tagboard strips, one per card; use second half of card.

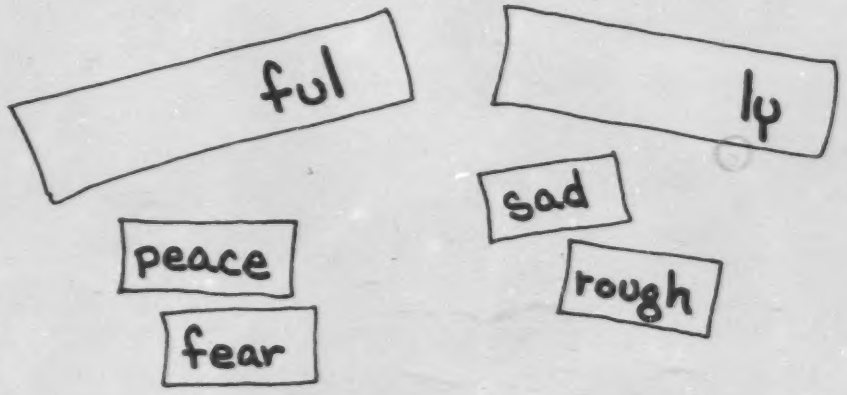
able	ment
dom	ly
less	est
ness	ful
er	

Then print the following root words on the smaller cards, one per card:

peace	frank	love
free	slow	care
rough	smart	live
strong	agree	sad
fear	wise	warm
rest	dull	enjoy

Color code the backs by placing the same color or colors on the root word card and the suffix card or cards that go together.

Directions: Place suffix cards in a row. Stack the root word cards in a pile. Each child, in turn, draws a card from the root words and matches it with a suffix. He then pronounces the word. He turns both cards over to see that they have the same color on the back. If he has formed a correct word, he keeps the root card and scores a point. The child who forms the most words correctly wins the game.



Search For Endings

Objective: Recognition of inflectional endings.

Materials: 12" X 15" sheet of tagboard, 25 words with inflectional endings, (s, es, ed, ing, er, est), black water base felt pen, acetate or clear contact paper.

Procedure: Print words on the tagboard in two or three columns. Decorate and then cover with clear contact paper or acetate.

Directions: One child will work alone. Work by circling the endings. Then look on the back to see if you completed all correctly.

Variations: Prefix and suffix words.

SEARCH FOR ENDINGS

1. walked
2. freedom
3. roughly
4. dullest
5. singing
6. fastest
7. closing
8. waddled
9. quicker
10. sadly
11 slower
12. coughing
13. agreement
14. agreeable
15. frankly
16. careless
17. restful
18 ending

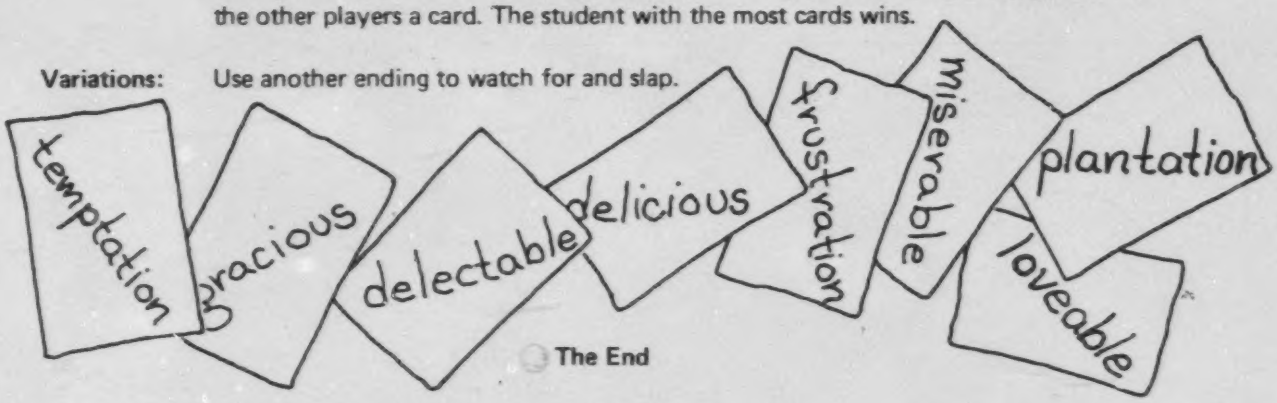
Slap-tion

Objective: To increase proficiency in recognizing suffixes.

Materials: A "deck" of cards containing words with -able, -tion, -cious, etc., endings (one word per card).

Procedure: Three or more children may play depending on the children and the space available. To decide who will deal the first time pick as many cards as there are players making sure there is only one "-tion" word. Shuffle these cards and lay them face down. Everyone picks up one. The one who picks up the "-tion" word deals. After the first game, the loser deals. The game is played like Slap Jack. Dealer, who may or may not slap a card, turns over one card at a time and the players try to be the first one to slap a "-tion" word. If a player slaps the wrong card he or she must give each of the other players a card. The student with the most cards wins.

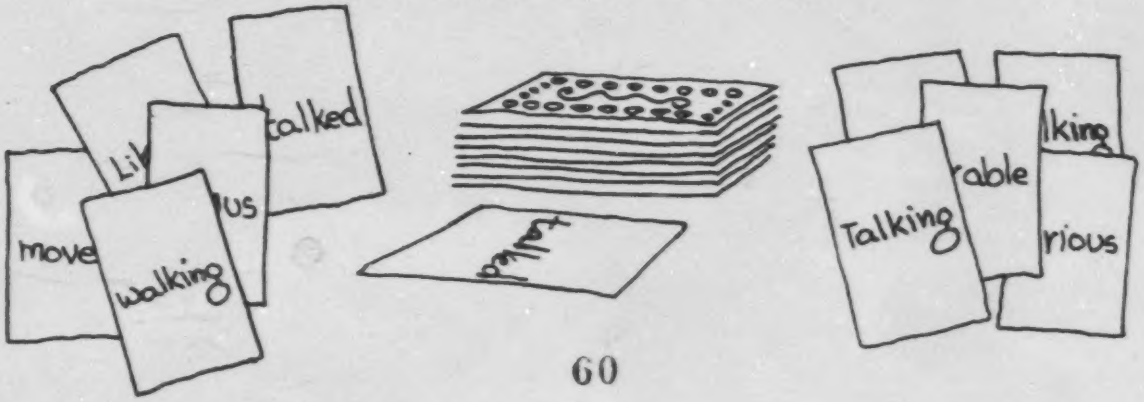
Variations: Use another ending to watch for and slap.



Objective: To practice suffix recognition and vocabulary words.

Materials: A pile of cards stressing words with suffixes. (One word with its pronunciation per card)

Procedure: Two to six players. One player passes out five cards to each player and then places one card face up next to the deck, which is face down. The person to the right of the dealer begins by trying to match the ending of the card next to the deck with one in his or her hand and then must say the words. The player gets the card if he can match the ending and say the words. If the player can't, he or she passes and the next player tries. The first player to go out is the winner.



Comic Bingo

Objective: Understanding contractions.

Materials: Small box to hold cards (covered), 8 cards 9" X 11", 52 small cards, felt pen.

Procedure: Divide the 9" X 11" cards into squares 1 1/2" X 1 1/2". The top row of squares will be colored in and the center will have the name of the game. Print the contractions to be used on the 8 cards. All cards can be alike. Next, print the full form of these contractions on the small cards. Make two of each.

Directions: 2-8 children may play. The 52 small cards are mixed and placed in a stack. Each child draws a card in turn, says the contraction and places the small card over the correct square on his card. If the card can't be used it is returned to the bottom of the pile. The first child to cover a row across, down, or the four corners wins the game.

Variations: Antonyms and synonyms.

Let's Make a Contract

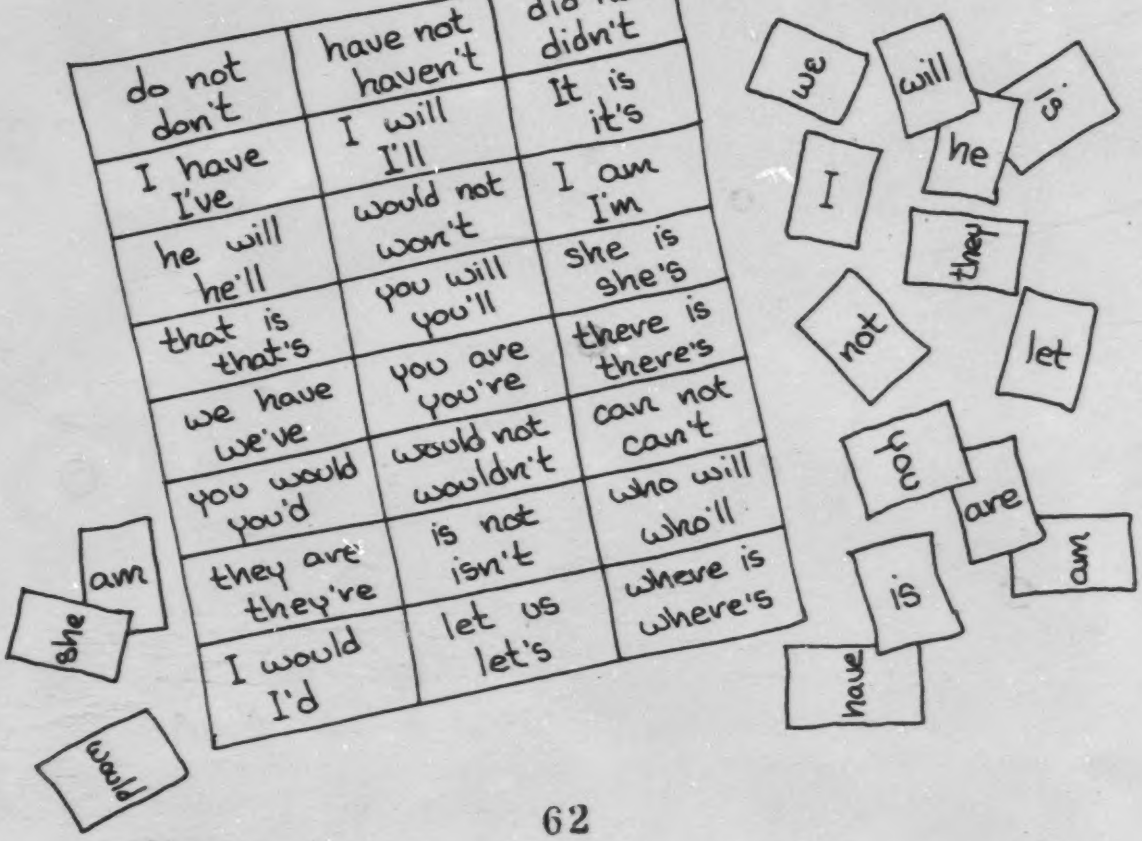
Objective: Contraction review

Materials: Word cards (like playing cards) that can be used in forming contractions. Chart of contractions.

Procedure: Deal five cards to each player. (3 or more players) First player pairs as many words to make contractions as possible from the cards he was dealt. When he finishes he may try to "contract" (ask) for a card from another player that will make a contraction. If he is successful his turn continues, if not, he must fish one card from the deck and the next player begins his turn. The first player to use all of the cards in his hand is the winner. The chart of contractions is used to check contractions as he makes them. (He may say his two words and then say the matching contraction on the chart.)

**Teacher must play game with first group of pupils.*

do not don't	have not haven't	did not didn't
I have I've	I will I'll	It is it's
he will he'll	would not won't	I am I'm
that is that's	you will you'll	she is she's
we have we've	you are you're	there is there's
you would you'd	would not wouldn't	can not can't
they are they're	is not isn't	who will who'll
I would I'd	let us let's	where is where's



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Kangaroo - oo

Objective: Contractions

Materials: 4 - 11" X 12" tagboard cards, 4 - 5" X 8" envelopes, 8 to 10 large kangaroos, 4 sets of 12 baby kangaroos, 2 wooden dice (4 sets).

Procedure: Make four game boards with "Game Board" printed at the top. The remainder of the board divide evenly into 12 squares. Make 8 to 10 large kangaroos. Make 48 baby kangaroos divided into four envelopes:

Envelope No. 1 contractions of will, has, is;
Envelope No. 2 contractions of not;
Envelope No. 3 contractions of should, would, are, has, is;
Envelope No. 4 review of all contractions plus five nonsense cards as "try again", "nothing here", "bad toss", etc.

Number four sets of wooden dice: 0, 2, 3, 4, 5, 6, and 1, 2, 3, 4, 5, 6. (1-die must have a 0.)

Directions: Two or more can play. Get a partner. Place one baby kangaroo in each square on the game board. Toss the dice, add them. Take the baby kangaroo off of that number. Read the contraction on the baby kangaroo, say the two words in the contraction. Check on the back of the baby kangaroo to see if you are right. If you are right, place the baby kangaroo in his mother's pouch. If you are wrong you lose your turn. The one who gets the most baby kangaroos wins the game.

(continued on reverse side of page)

Envelope I	Envelope II	Envelope III
I'll	won't	it's
she'll	shouldn't	we're
we'll	couldn't	I'd
he'll	doesn't	let's
that's	didn't	she'd
there's	can't	they're
you'll	don't	he'd
here's	hadn't	he's
they'll	weren't	she's
he's	aren't	they're
it's	isn't	he'd
where's	wasn't	he's
		she's
		they'd

Some cards in Envelope III may contain cards such as:
- too bad
- take another turn
- lose a turn
- etc.

Envelope IV Review
- hasn't
- they're
- here's
- we'll
- they'd
- she's
- where's
- shouldn't
- we've

Some cards in Envelope IV may contain cards such as:
- try again
- give one of yours away
- so sad

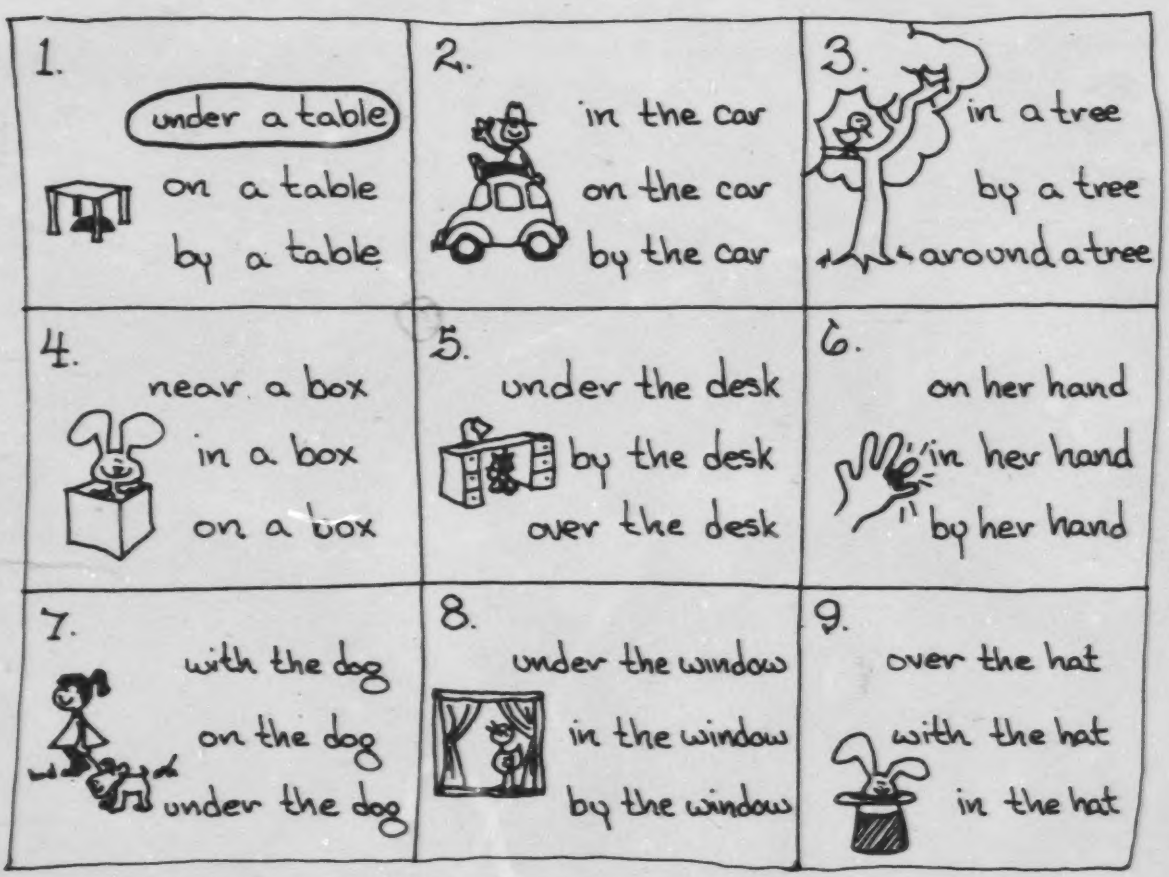
What's Where?

Objective: Prepositional phrases.

Materials: 14" X 10" tagboard, acetate or clear contact paper, pictures or felt pens to draw, pictures (see illustration).

Procedure: Copy illustration as shown below. Put the number of each box and the correct answers on the back.

Directions: Circle the correct phrase in each box that matches the picture. When you have finished, turn the card over and check your answers. Use a waterbase felt pen.



COMPREHENSION

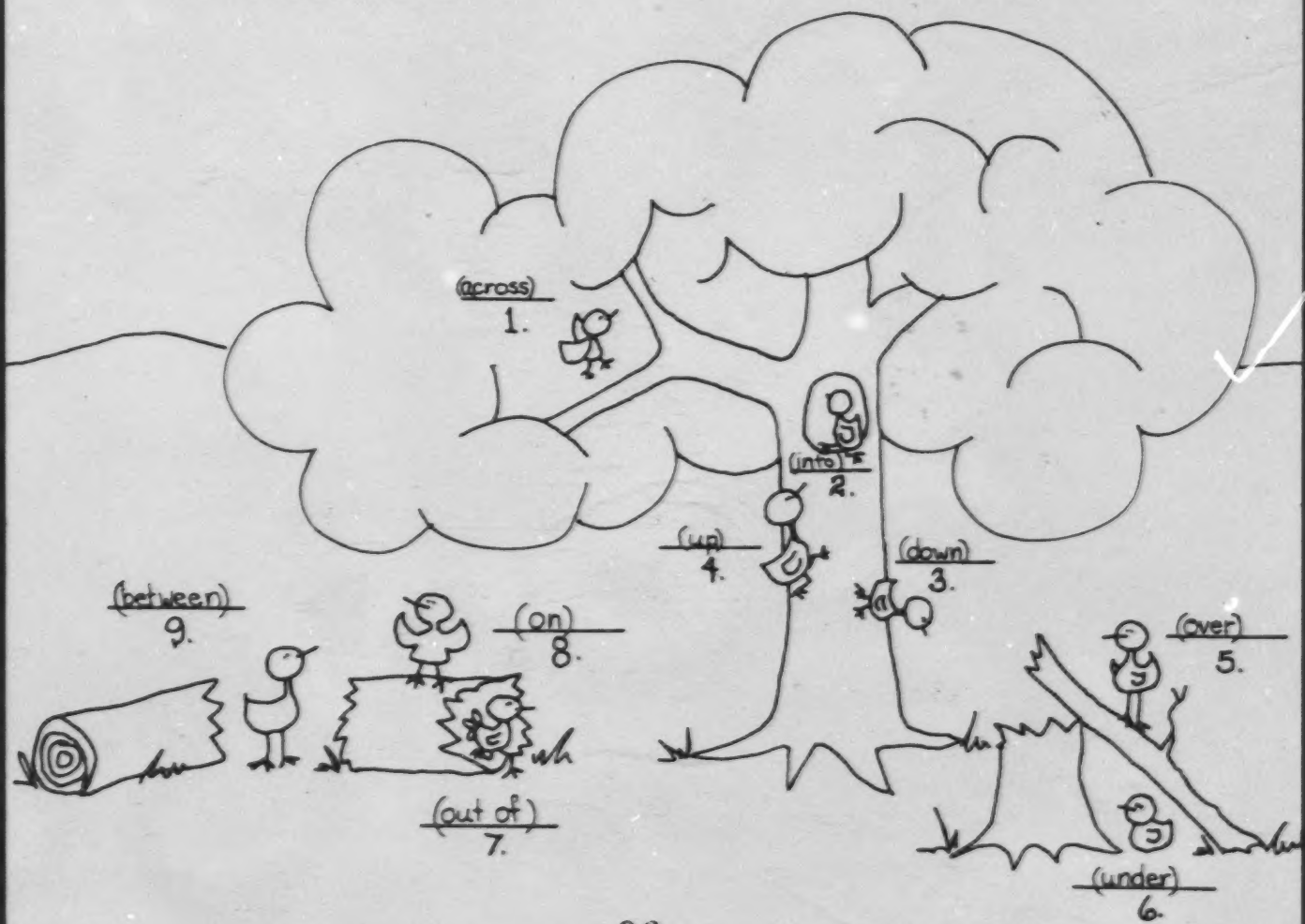
Where's The Bird?

Objective: Prepositions

Materials: 1 piece of tagboard 9" X 12", colored felt pens to draw pictures, 9 small cards 1" X 3".

Procedure: Draw the picture of the tree below on the large tagboard. Cut a slot along the lines that are numbered, but do not print the word that is shown on the picture, only the numbers. Print the words: across, between, into, up, down, on, out of, over, under, on the 9 small cards. Turn the small cards over to the back and put the correct number to match the number on the picture. This serves as a self check for the child.

Directions: Take cards out of holder. Mix them up. Each bird is in a position near something else. Put the cards in the slots that tell about that position. After you have placed all the cards, look at the numbers on the back of the cards. If you are right, the numbers will match.



Tortoise and the Hare

Objective: Comprehension of descriptive phrases.

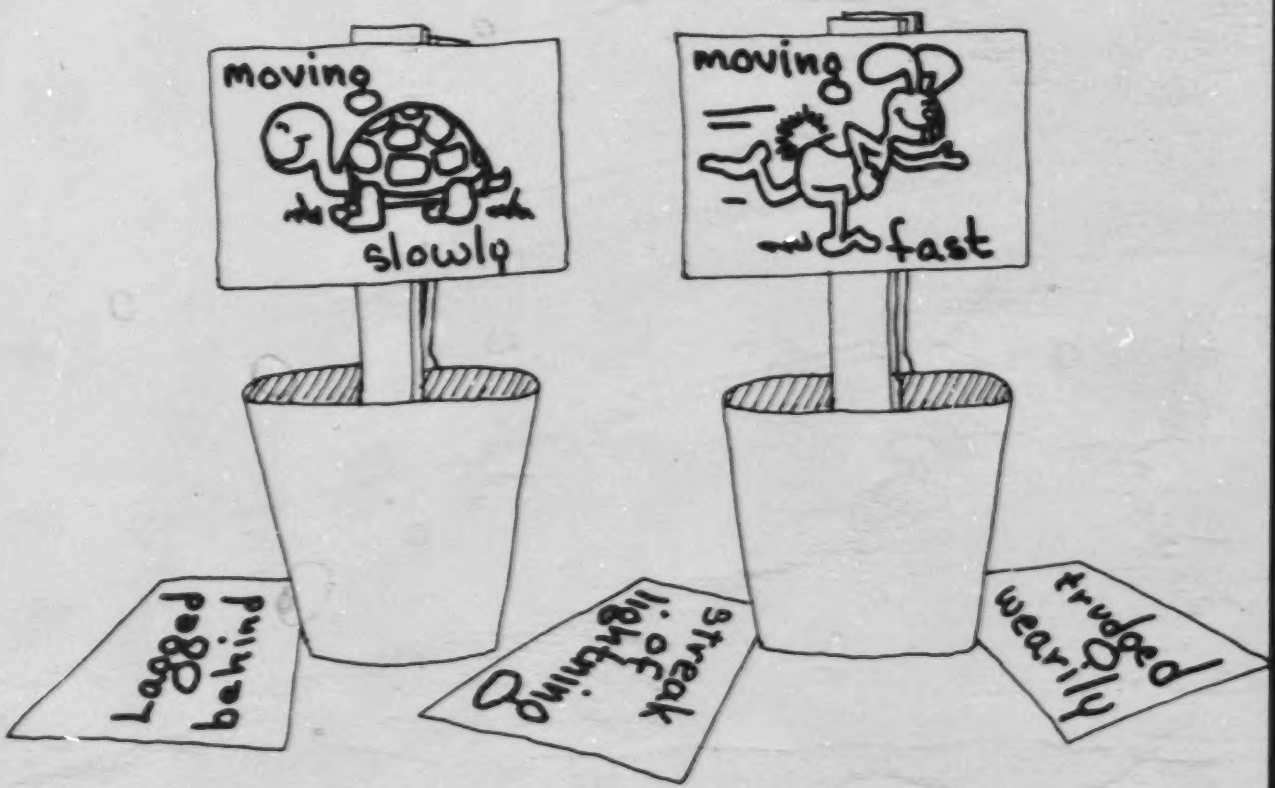
Materials: Clothes pins, small plastic drinking cups or other round containers, 2" X 3" cards.

Procedure: Draw two pictures, one of a turtle and print the words moving slowly, and one of a rabbit hopping with the words moving fast. Attach each of these to a clothes pin and fasten it to a cup. Next print phrases on the small cards similar to the following:

lagged behind
besieged with ants
wandered aimlessly
galloped across the meadow
trudged wearily
streak of lightning

Print the words fast or slowly on the back of each phrase card to serve as a self check.

Directions: Read the cards carefully and decide if the words describe something moving fast or slowly, and then put the card in the proper cup. When all cards are placed, take them from the cups and check to see if you were correct.



Attention Please!

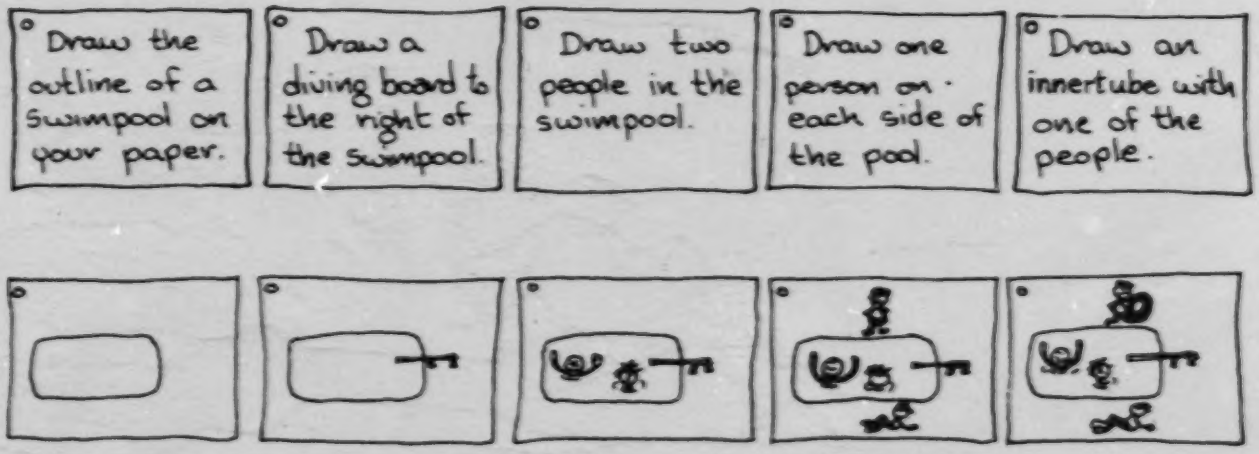
Objective: Follow one step directions.

Materials: 8 or 10 cards 5" X 3", ring to fasten cards together, felt pens, acetate or clear contact paper to cover cards.

Procedure: Print a direction on the first card. Turn it over and draw the step. e.g. Draw a swimming pool. Print a second direction on the second card. e.g. Draw a diving board to the right of the swimming pool. Turn this card over and draw a pool like the first card but add a diving board. Fill other cards out with added step directions. Number these cards for order. Last card should direct the child to color his completed picture. Fasten the cards together with the ring.

Directions: You need paper, a pencil and crayons. Draw what each card says and then turn it over to see if you did it correctly.

Variations: Directions for other pictures, such as Snoopy, his dog house, dish, bone, etc. Directions for pictures of interest to older students needing reinforcement in following directions.


Draw the outline of a swimpool on your paper.
Draw a diving board to the right of the swimpool.
Draw two people in the swimpool.
Draw one person on each side of the pool.
Draw an innertube with one of the people.

Are You Sure?

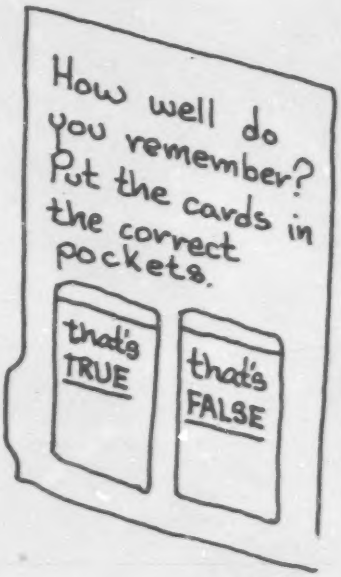
Objective: Remembering details; visual memory.

Materials: File folder, large picture, envelope for storing cards, 2 library pockets, from 20 to 25 cards with true or false statements about the details of the picture.

Procedure: Mount picture on the inside of the folder on the right hand side. Paste envelope for storing cards on the left side. Mount the two library pockets on the back side of the folder. Write the directions on the folder. Color code the backs of the cards to match the correct pockets.

Directions: Look at the picture as long as you wish. Take the cards from the envelope and close the folder so that the back of the folder is facing up. Read each card and place it in the correct pocket. Do not look back at the picture. After all the cards have been placed, remove the cards, one pocket at a time, and turn them over to see if they match the color coding.

Inside of folder



Back of folder

COMPREHENSION

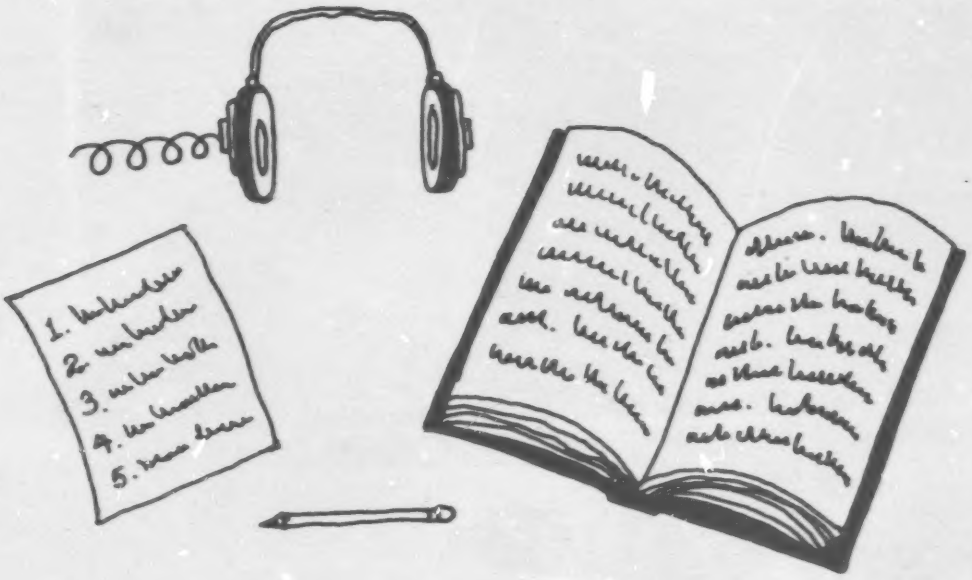
Have You Heard This Story?

Objective: To improve listening and comprehension skills.

Materials: Tape recorder(s), regular or cassette, with earphones. Tapes with short books read onto them and/or tapes with short stories from literature books. (One or more copies of these books is required.) Questions for stories.

Procedure: One or more children can read story or book while listening to it on tape. When they have finished listening, children can do some activity - answer prepared questions, write the main character, setting, problems, and solution, etc.

Variations: Have the children just enjoy listening and have no written work required.



Puzzlers

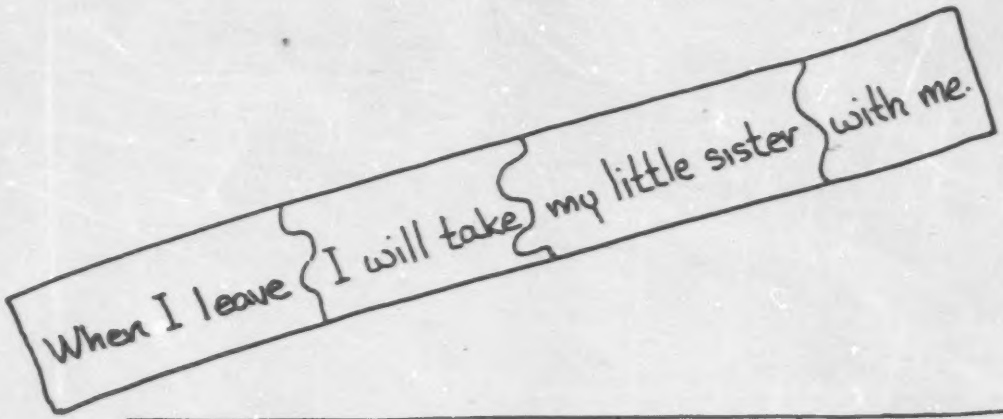
Objective: Understanding complete thoughts in a sentence.

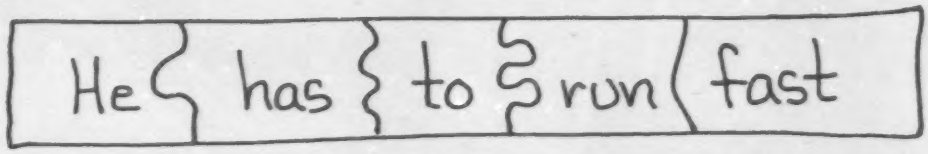
Materials: Small covered box or manila envelope, tagboard strips, felt pen.

Procedure: Print sentences on the tagboard strips. Cut the sentences apart by word, or by phrase, or other structure method so that the end cuts are different.

Directions: Child reads the mixed up parts and tries to arrange them in an order that will express a complete thought. If the ends of each part fit together, he has arranged them correctly.

Variations: Dolch Words, basal vocabulary, alphabet, and alliteration.





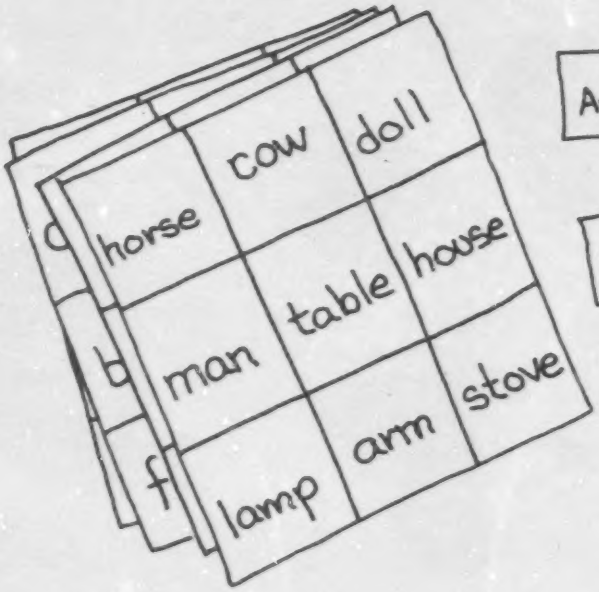
COMPREHENSION

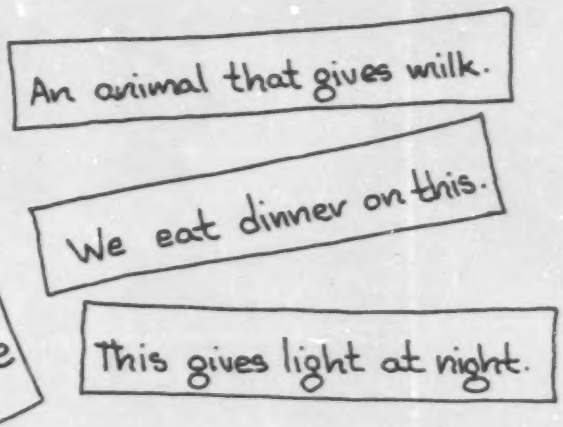
Riddles

Objective: To match nouns and definitions.

Materials: Four word cards divided into 9 sections with a noun written in each section. Sentence strips, markers.

Procedure: Four students may play. Sentences are put in a stack, each student chooses a card. A child picks a sentence from the stack and reads the sentence aloud. If the sentence describes a noun on his card he may put a marker on the noun. Otherwise, he returns the sentence to the bottom of the stack. The student who fills his card up first is the winner.





Teasing Titles

Objective: To find the main idea.

Materials: Tagboard 11" X 14", card holder (library pocket if available). 4 or 5 short stories, a set of titles printed on cards 1 1/2" X 2", contact paper if desired (clear).

Procedure: Tape or glue short stories on the tagboard, leaving enough room to place titles above. Place card holder on lower right hand corner after printing the directions. Make a slot above each story so child may insert the title card. Write the number of the story with which it goes on the back of each title card.

Directions: Read the stories--Read the titles. There may be more than one title to go with a story. There may not be a title for a story. Choose the best title and put it above a story. Check your choice by looking on the back of the title card.

COMPREHENSION

Book Worm

Objective: To help the student make a concise account of a story he has read and to help the student clarify some of the main points of the story.

Materials: Paper, pencil, scissors, color crayons.

Procedure: Prepare Task Cards similar to those described below.

Directions: Use one of the following methods to report on the book you have read:

a. The Six Point Account
   1) Rename the story in one word, e.g. Howl
   2) Tell about it in two words, e.g., Funny, Happy
   3) Name three people in the story, e.g., Charlie Brown, Lucy, Snoopy
   4) Tell where most of the story took place in four words, e.g., backyard, house, country and school
   5) Check whom else you would like to have read this story: My best friend; Someone I didn't like; My Mother, My Grandmother; My favorite uncle
   6) You may illustrate a favorite part of the story

b. Who When Where Method
   1) Fold paper in half the long way
   2) Fold paper in thirds and cut to almost the center fold
   3) Mark the sections, Who,When and Where
   4) Open paper up and write on the bottom part and draw a picture illustrating that part above it

c. The WWWWWH Method
   1) Who e.g., Charlie Brown, Snoopy, Linus and Lucy
   2) What e.g., A funny story in comic form
   3) When e.g., Now
   4) Where e.g., My town
   5) Why e.g., The author wants to show us how silly we are sometimes
   6) How e.g., By using short phrases and funny pictures

The reports should tell the title of the story, the author, when it was read and where it was found.
Peanuts Every Sunday, By Charles Schultz. I read it February 10, 1973, and I bought it at a rummage sale.

Pay Attention!!

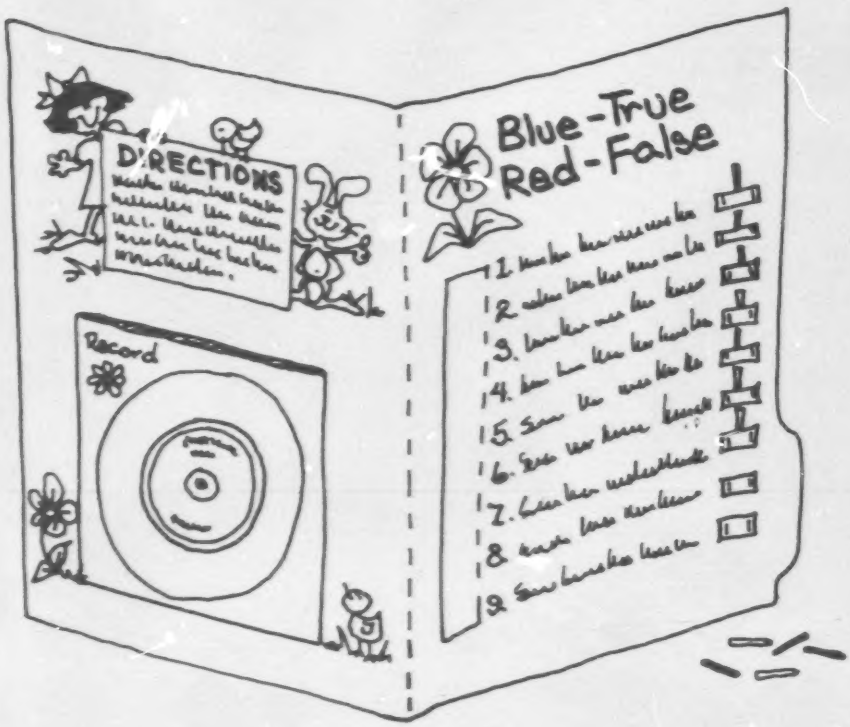
Objective: To be able to recall story details.

Materials: Manila folder (decorated), tape, small story book and record (Golden Book), blue and red pegs or toothpicks, felt pen, piece of tagboard for back, box for pegs.

Procedure: Paste the back cover of the record book on the lower left hand part of the manila folder. Above this paste a sheet with the directions for use of the record. On right hand side of the manila folder, print a series of details or sequence questions. Leave enough space in between the questions so pegs at the end of the lines will not be crowded. At the end of each question staple tape leaving enough slack to insert the pegs or toothpicks. Above the questions print directions. Put a blue peg at the end of the sentence if it is true, and a red one if it is false. Just in front of the questions cut a window. Tape the extra tagboard on the back over the cut out window. Turn back to the front and put the correct color opposite the question. The window will cover this.

Directions: Directions above record could be as follows: Listen to the record and read along, or listen to the record and then read the story.

Variation: Sequence by numbering pegs.



COMPREHENSION

Personalizing Center: Search and Find

Objective: Getting child to feel a need to know.

Materials: Small usable objects in closed boxes, paper for communication, felt pens.

Procedure: In the primary grades a single instruction sentence is linked with the child's name. (Example: "John, go to the chalk tray and get the little blue box." This will contain a toy car or charm or lemon drop, etc. He gets that for the day if he reads the card right.) The child must bring what he has found to the teacher for confirmation. This can lead up to finding a series of instructions or sentences that produce a whole, keyed together by numbered sentence cards.

Variations: Short, short simple story with sentence strips. Each strip will have location of next sentence on back. The strips are numbered in order. Series is coded with an asterisk (*) or symbol so child knows he is getting his. Child puts the strips together (reads them and teacher gives him a reward). Child draws a picture for it.

Newsman

Objective: Who? What? Where? When? Why? How?

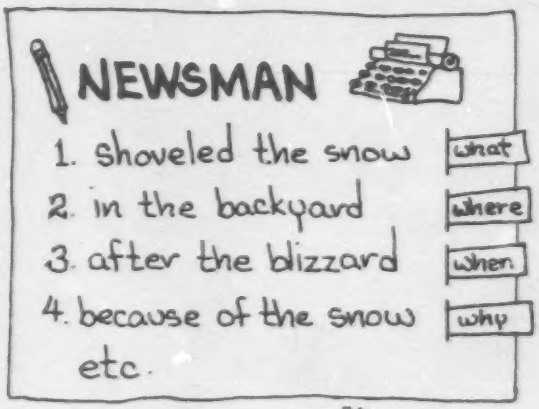
Materials: Tagboard, small box or library pocket for cards, small tagboard cards.

Procedure: On front side of card, print or type the following phrases:

1. 30 boys
2. because the bicycle was broken
3. after the girl was gone
4. close to the lake
5. when the bell rings
6. on the red paper
7. because of the rain
8. as the rain fell on the roof
9. with a saw
10. on the bottom of the stack
11. in the backyard
12. made a long time ago
13. pull with all your might
14. quick to obey commands
15. he will come tomorrow
16. guide their masters safely
17. at the bottom of the slope
18. next, brush your teeth
19. long before books were printed
20. finally the evening arrived
21. shoveled the snow
22. after the blizzard
23. by scraping and tugging

Make several cards with the words who, what, when, where, why, and how. Leave space in between phrases. Cut a slot at the end of each phrase so the small cards can be inserted. Turn the board over and put the correct answers on the back as a check for the child.

Directions: Read each phrase carefully. Then put a small card in the slot at the end of the phrase, a card that best tells about the phrase. Check your answers on the back.



COMPREHENSION

Newspaper Activities

Objective: To read for information.

Materials: Newspaper clippings, activity cards, tag (on which to mount clippings).

Procedure: This activity is based on clippings taken from various parts of the newspaper: news stories, captioned photographs, advertisements. Prepare Task Cards with activities similar to the following:

Merchandise Ads

Directions: If the information is not available in the ad, please write "No Information".

1. Article advertised:
2. Price of item:
3. Sizes:
4. Colors available:
5. Name of the store where items can be purchased:
6. Address or location of store:
7. Store hours:
8. List of store locations:

Classified Ads: Employment

Directions: Find four interesting jobs and give the following information for each job:

1. Job title:
2. Description of job:
3. Experience needed:
4. Salary:

Classified Ads: Automobiles

1. I would like to buy a Ford, about a '68, '69, or '70. See if you can find me 2 or 3 good deals. List year, equipment, price and seller.
2. Can you find a Jeep for sale for a friend of mine? Please include all the information for my friend.
3. Find three ads for foreign cars. Give the make of car, price, and phone number.

The Four W's

Directions: Choose a newspaper article or photograph from the file. Read the story and answer these questions:

1. WHAT was the story about? (main idea)
2. WHO were the people or things involved in the story?
3. WHERE did the story take place?
4. WHEN did the story happen?

Title of the newspaper story:

Directions: The student selects an activity card and appropriate clippings from the file box. He searches for the information specified on the activity card and records his answers on paper. When work is completed, student checks his answers with answers on backside of tag.

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Newspaper Detective

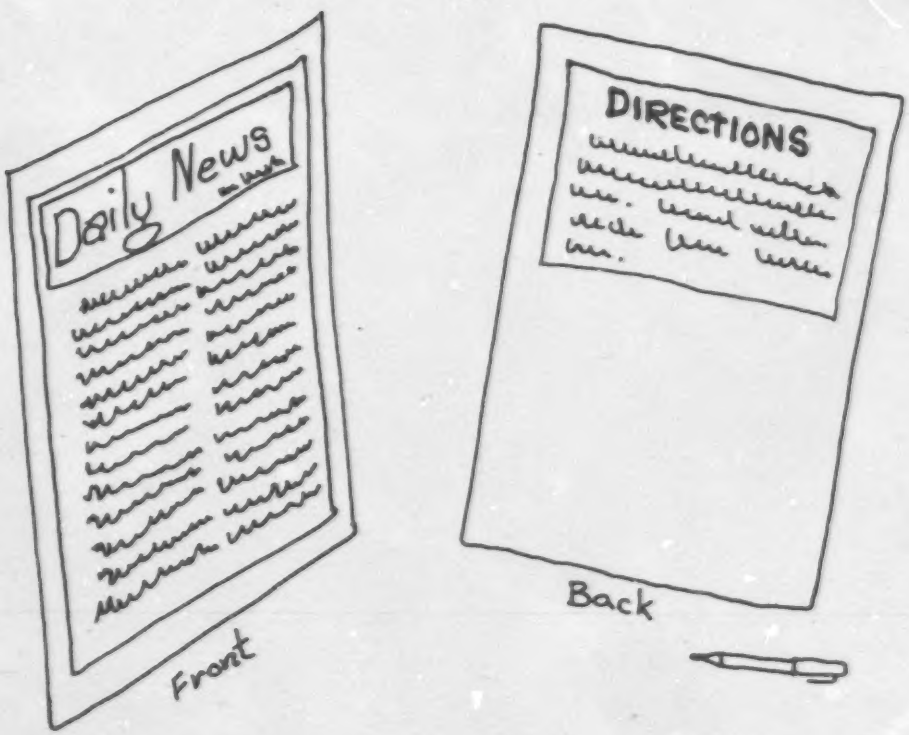
Objective: To teach comprehension of newspaper articles.

Group Size: Individual or small groups.

Materials: Articles cut from newspapers, paper for mounting, acetate, crayons, felt pens of various colors.

Procedure: Mount on paper the first two or three paragraphs of a newspaper article. Cover with acetate so that the student may mark on them with water base felt pens. The child is directed to first read the material and then read and follow directions written on the back of the sheet.

Directions: The directions may say:
Circle the words that tell <u>who</u> the story is about. Underline in red the words that tell <u>where</u> the story happened. Underline in blue the words that tell <u>what</u> happened. Underline in green the words that tell <u>when</u> the story happened.



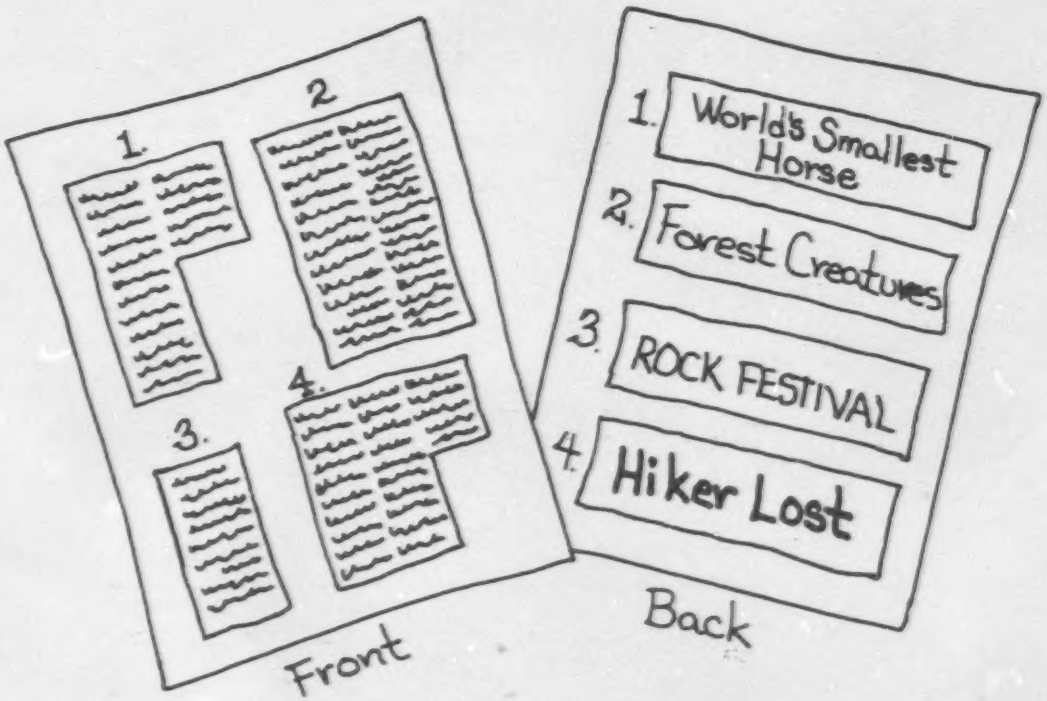
COMPREHENSION

Headlines

Objective: Main ideas.

Materials: A sheet of paper with five or six newspaper articles on it with the headlines removed.

Directions: Each student writes his own headlines and checks them against the real ones listed on the back of the sheet.



Another Way To Say. . .

Objective: Antecedent to pronouns, Cloze method.

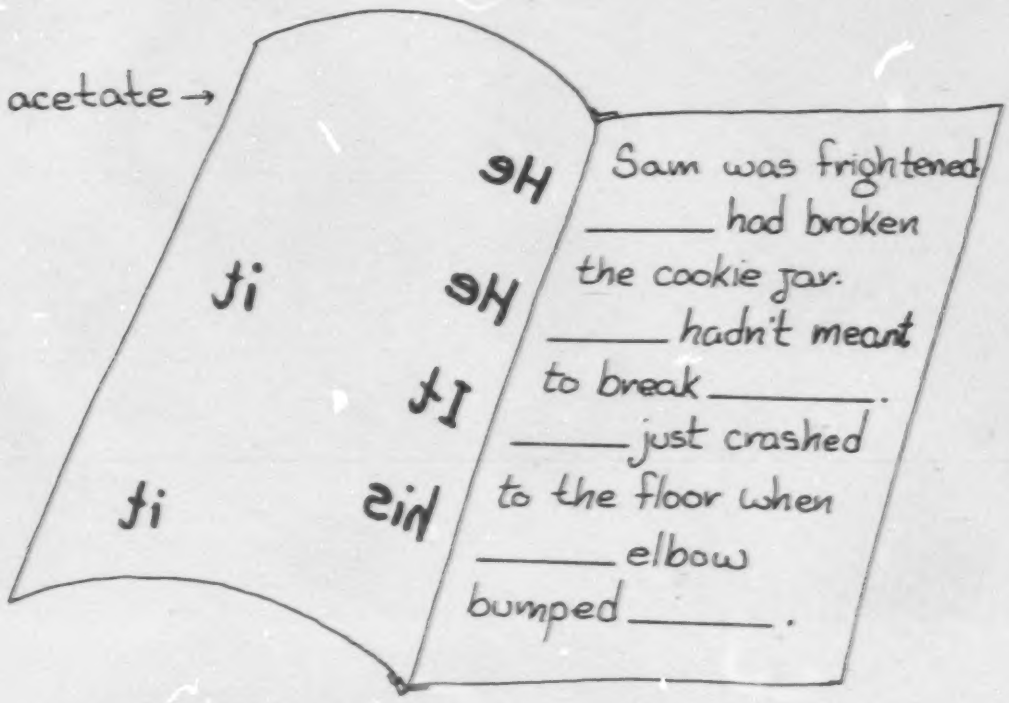
Materials: Clear contact paper, acetate sheet, felt pen, tagboard 9" X 12", story taken from any area and containing many pronouns as the one below.

> Sam was frightened. _____ had broken the cookie jar. _____ hadn't meant to break _____. _____ just crashed to the floor when _____ elbow bumped _____.
>
> The new puppies squealed for _____ mother. _____ raced back to the box to see what was wrong with _____, but _____ snuggled up to _____ side and were quiet.

Procedure: Put paragraph on cardboard and cover with clear contact paper so child can write on it with water base felt pen. On left-hand side close to the edge attach the acetate so it covers the paragraph. With permanent ink felt pen write correct pronoun for the space. Fold this to the back of the cardboard and clip.

Directions: Read the paragraph carefully and then fill in the blanks with a pronoun. When you have finished, release the acetate and fold it to the front and check your work.

Variations: Missing verbs, missing vocabulary, etc.



COMPREHENSION

Detective

Objective: Relate pronouns to antecedents.

Materials: Story using pronouns with eight pronouns underlined, 1 cardboard 9" X 12", contact paper (clear), 1 black waterbase felt pen.

Procedure: Mount story and questions which refer to it on cardboard. Cover with contact paper.

Directions: Read the story. Match the numbers in the story with the numbers in questions below. Write the name of the person, place, or thing that the pronoun refers to on the line using the waterbase felt pen. Check your answers with the card on the back.

Juan saw the cookie jar on the counter. He (1) wanted a cookie. Mother said, "Will you (2) eat your (3) dinner if I (4) let you (5) have one?"

1. He refers to _____ (Juan) _____.
2. you refers to _____.
3. your refers to _____.
4. I refers to _____.
5. you refers to _____.

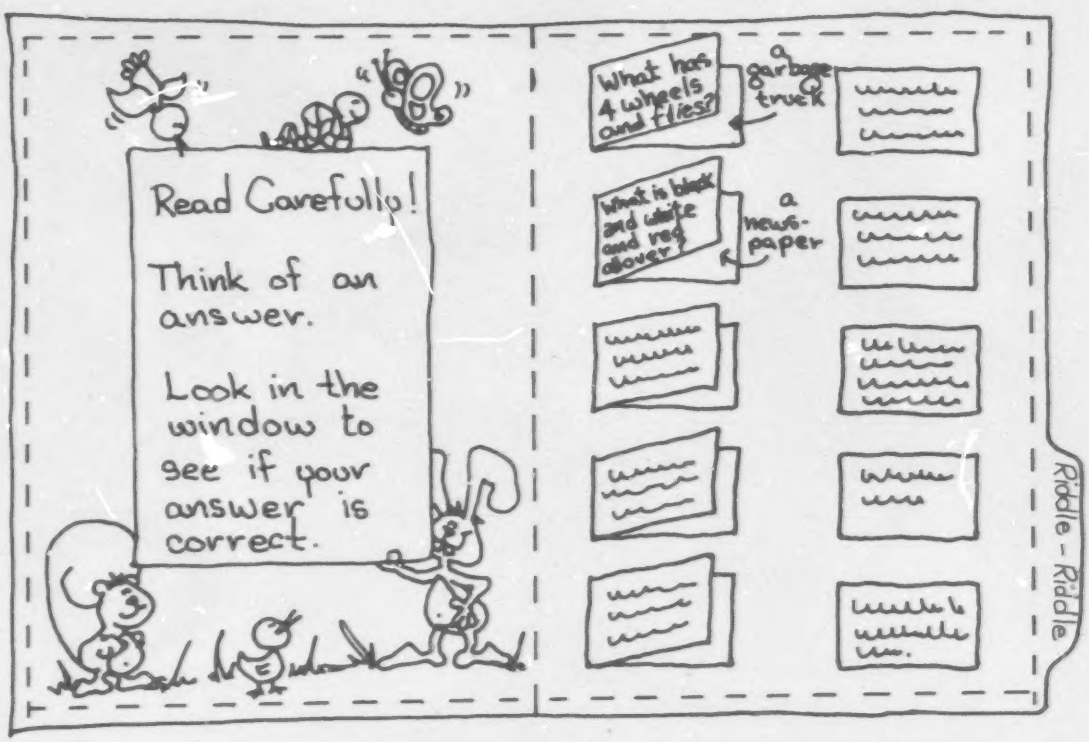
Riddle - Riddle

Objective: To be able to make inferences.

Materials: Two manila file folders stapled together, small colorful pictures, riddles from any source, felt pen.

Procedure: Divide folder evenly into two rows of 2" X 3" rectangles allowing 1/2" between rectangles. Write a riddle. Cut windows to open for answer by cutting along three sides of rectangles on top folder. Open window and write correct answer on left hand side of material or use this area for riddle windows and put directions on back side.

Directions: Read carefully. Think of an answer. Look in the window to see if your answer is correct.


Read Carefully!
Think of an answer.
Look in the window to see if your answer is correct.
What has 4 wheels and flies?
a garbage truck
What is black and white and red all over?
a newspaper
Riddle - Riddle

COMPREHENSION

Is It Fiction, Fact, or Opinion?

Objective: Identification of fiction, fact, or opinion statements.

Materials: Four 9" X 12" chipboards taped together to stand zig-zag, four envelopes, 1 1/2" X 5" cards.

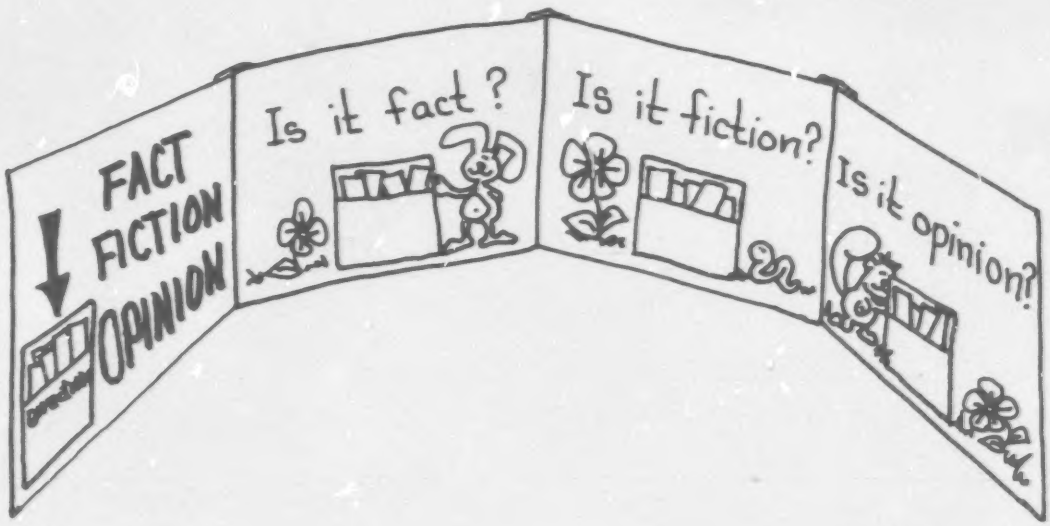
Procedure: Fact, fiction, and opinion statements are written on cards. The answer is written on the back of each card for self-correcting. Examples of card statements:

a. It looks like rain tomorrow.
b. A week has seven days.
c. I will place my magic wand on you and you will turn into a pumpkin.

Directions: Draw a card. Read the sentence. Place it in the correct envelope FACT, FICTION, or OPINION. When you have placed all the cards, check yourself by looking at the answer on the back of each card.

Variations:

1. Only two parts could be used - Fact or Fiction - especially as a starter.
2. Propaganda could be added as a fourth section.



Traveling

Objective: To teach paragraph comprehension.

Group Size: Individual

Material: Booklet made from 8" X 10" tagboard, pictures, metal rings.

Procedure: Make a booklet of 8" X 10" sheets of tagboard fastened together with metal rings. On each page of the booklet, place pictures obtained from travel folders, magazines, or postcards. Place slots or photo corners below each picture. Write a paragraph about each picture on a 2" X 4" card. Place the cards in an envelope at the back of the book. Number each picture in the book. Place same number on the back of the 2" X 4" card that contains the corresponding paragraph. This provides children with opportunity for self-checking.

Directions: Children remove the cards from the envelope and place each card in the slot below the picture it describes. They then check numbers on the pictures with numbers on the backs of the cards.

COMPREHENSION

Advertising

Objective: Main ideas.

Materials: 20-30 3" X 5" cards, advertisements, glue.

Procedure: Paste headlines to short newspaper ads on separate 3" X 5" cards. Paste the rest of each ad on separate 3" X 5" cards. Prepare at least 10 headline cards and 10 ad cards. Place all cards in an envelope. Mark the back of each corresponding set of cards with identical symbols so that the student may check the back of the cards for self-correction.

Directions: Children match headline of an advertisement with the copy or with a picture.

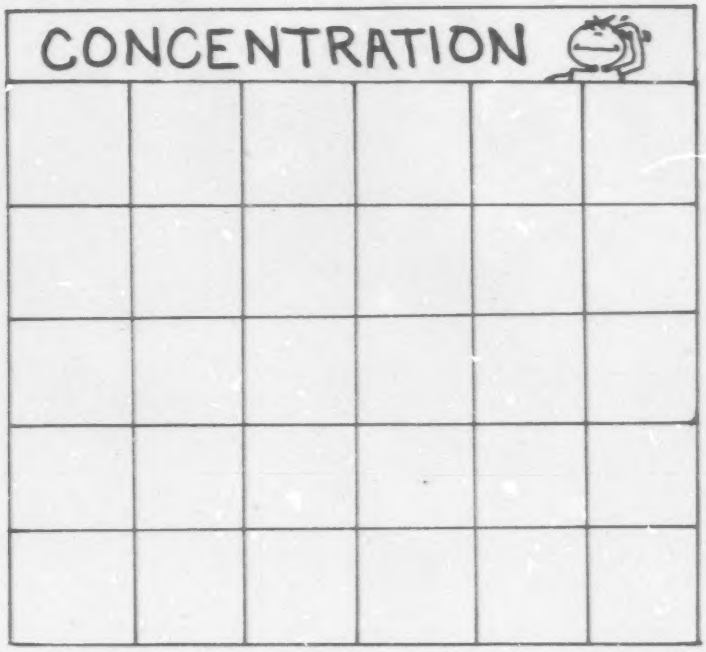
Concentration Using Antonyms

Objective: Comprehension of vocabulary, visual memory reinforcement.

Materials: Concentration Board made from heavy tagboard or cardboard ruled into 30 - 2" squares. 30 - 2" cards with one word on each. There will be fifteen pairs as: High - Low; First-Last.

Directions: Turn all 30 cards right side up on concentration board. Study for two or three minutes, noting position of pairs. Turn all cards face down. Player receives one point for each pair matched correctly and continues until he misses. Player with the most pairs correctly matched wins.

Variations: Synonyms (Example: last - final);
Homonyms (Example: sew - so);
Compounds (Example: snow man);
Phonics Skills (Example: sh - oe, etc.)



COMPREHENSION

Picture Similes: Making Comparisons

Objective: Child will give word order choices that are available in our language by use of a word and the use of an illustration.

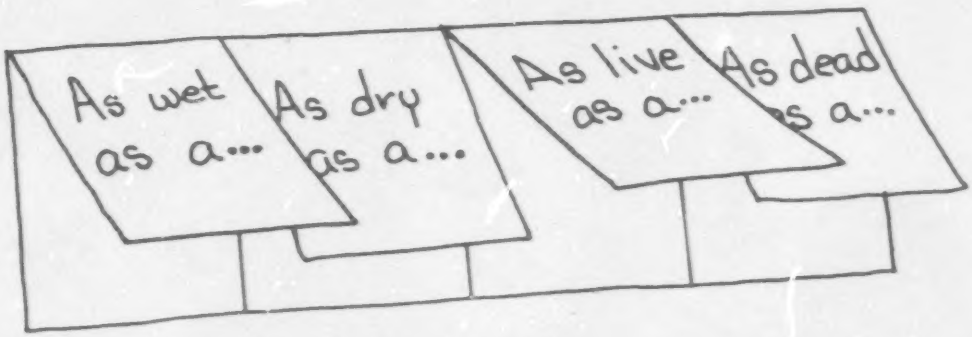
Materials: Large 12" X 18" colored piece of construction paper (pale blue, pink, yellow, green).

Procedure: Fold paper lengthwise. Cut the top flap into 4 equal squares to correspond with the 4 underside squares. A part of a simile is printed in black crayon or pen on front. Example:

As wet as a _____
As dry as a _____
As live as a _____
As dead as a _____

Directions: Each child supplies his own word to complete the comparisons. On the underside he draws a picture of his word.

Variations: The child thinks of original comparisons and makes some of his very own.



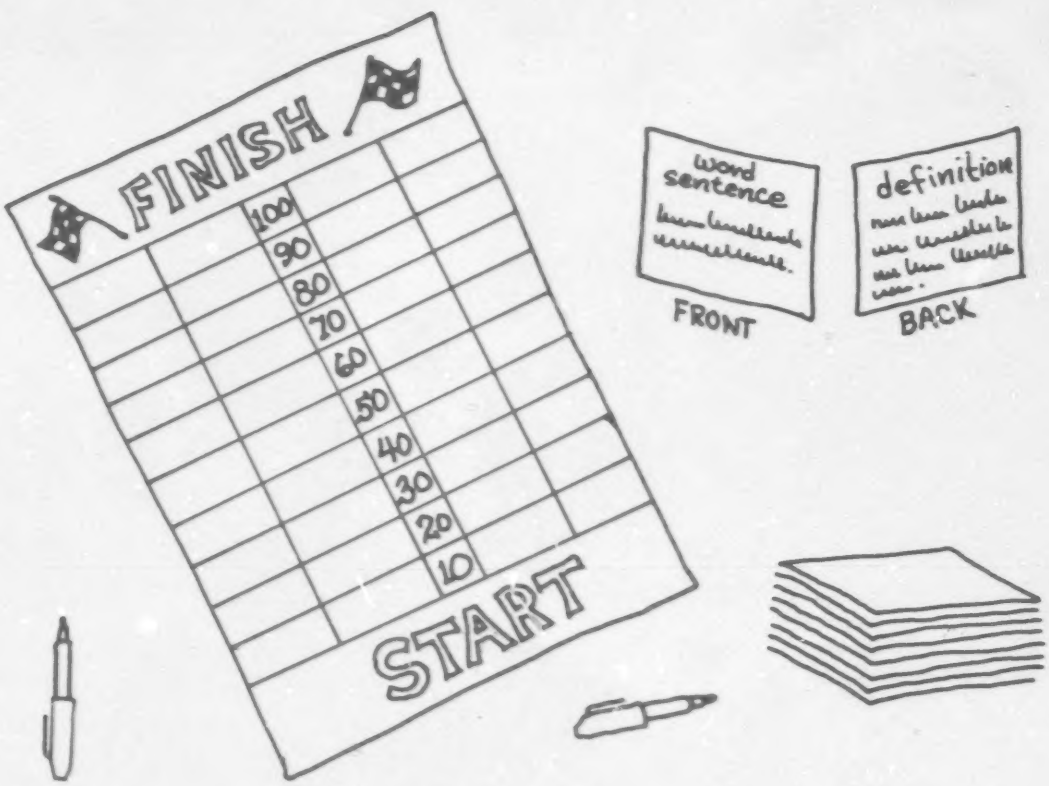
10--20--30--Yard Dash

Objective: To choose the correct dictionary definition.

Materials: Two pieces tagboard 9" X 12", small cards, felt pen, contact paper, markers, answer key.

Procedure: Prepare cards with a word and sentence on the front and several definitions on the back. Tape the two pieces of tagboard together lengthwise and mark horizontal sections numbered 10--20--30-- to 100. Make an answer key.

Directions: One student acts as a judge. Place the word cards in a stack and the markers on the starting line. Player takes a card, pronounces the word, reads the sentence, turns the card over, and reads the several definitions. He must choose the correct definition for the word as used in the sentence. If the player is correct, he moves his marker 10 yards on the horizontally sectioned gameboard. If a player misses, he must go back 10 yards. The first player to finish the 100 yard dash wins.



CREATIVE WRITING

Make A Story Book

Objective: To organize a story, systematically and creatively.

Materials: 14" X 20" poster board, three 8" wheels and fasteners, one box for materials for use at the center, lined paper, paper for book covers, crayons, etc. Board may be laminated or covered with clear contact. Vocabulary sheets that can be useful in helping the student find words he may need in his story.

Procedure: Write the following directions on a task card:

Make a story book. Spin the wheels, then write a sentence from the words that you see in the windows. Finish the story. Use the vocabulary list to help you spell some words you need. Be sure that you have the title for your story and your name on the cover. Read your story to a friend. Then place it in the box behind the board.

Variations: More wheels can be made which are appropriate for current areas of study, such as seasons; special days; stories for zoo, farm, halloween, etc. Color books make interesting ideas for the book covers.

The Picture's The Thing

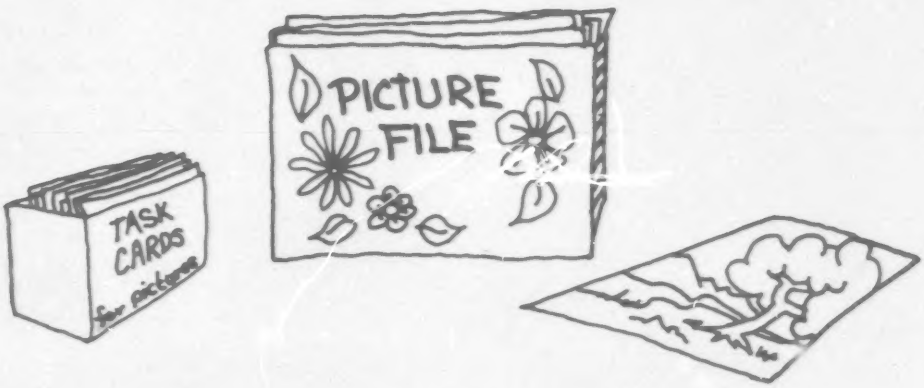
Objective: To stimulate creative writing.

Materials: Pencil, paper, folder, picture file.

Procedure: Choose a picture. Write the following directions on task cards. Do one of the following activities:

a. Think up and print an "exciting" question about the picture at the top of a sheet of lined paper. Show the picture and your question to at least two other people. Have them write what they think an answer to the question might be underneath your question.
b. Tell what you think is happening in the picture.
c. Suppose your picture shows the beginning or middle part of a story. Tell what might happen next.
d. Put yourself in the picture. Where are you? What happens to you? What are you saying?
e. On a sheet of paper write any words, phrases, or thoughts about the picture you choose.
f. Write at least five true and false statements about a picture of your choice. Ask someone to look at the picture and mark the statements correctly.
g. On a sheet of paper write the numeral of the picture and eight to ten words which would be good to use in a story about it.

Variation: Other activities may be added to Task Card file for continued interest.



CREATIVE WRITING

The Story's The Thing

Objective: To stimulate creative thought.

Material: Pencil, lined and unlined paper, crayons or felt markers, folder, dictionary or pictionary.

Procedure: Choose a reader, library book or booklet. Write tne following directions on Task Cards: Do one of the following activities:

a. Choose a picture. Study it. Then write what you think is happening in the picture.
b. Choose a word from any story. Copy the word on a sheet of paper and illustrate the word. Find your word in the dictionary. Compare your illustration and meaning of the word with the meaning you have found in the dictionary.
c. Choose at least five words from a story you have read. Scramble the words. For example, girls might be r i g l s. Ask a friend to unscramble the words after he has read the same story.
d. Make up three good questions about your story. See if another reader can answer them.
e. Fold a sheet of paper into as many parts as you need. Draw clues about your story. Find out if anyone can guess which book or story you read.
f. Were there things that happened in the story that could REALLY happen to you? Were there things that could NOT happen to you? Make a list.
g. Present your story or poem to the class as a play or choral reading.
h. Choose a picture for picture reading. Share your reading with another person.
i. Write at least five true and false statements about a story you have read. Ask someone who has read the story to mark the statements true or false. Check the answers with him.
j. Write a riddle about a person or animal, place, or event in your story or poem. Be sure to show somewhere on your paper the name and author of your story as well as the answer.

From A to Z

Objective: To motivate children to write by using one of the titles given.

Materials: Paper (to illustrate story if children wish to do that), pencils, 3" X 5" cards and card file.

Procedure: Put each of the letters with its word and description on a 3" X 5" card and keep the whole alphabet in a box entitled "From A . . . To . . . .Z." Let the children choose one of the cards to help them in thinking of something to write. The stories may be illustrated and made into a class booklet or made into individual booklets.

Variations: These "story starters" could also be used in writing poetry, rhymes, jingles or any area of creative writing.

A ASSISTANT - If you could be someone's assistant, whose assistant would you be and what would you want your duties to be?

B BOTHER - What bothers you more than anything else?

C COLLECTION - If you could have a collection of anything you wanted, what collection would you like to own and why?

D DON'TS - What are the five don'ts that you hear most often? What are the two don'ts you would like to hear more often, but don't?

E ENOUGH - What two things do you never seem to get enough of?

F FAMILIES - If a bird peeked in your window in the evening, what would he see everybody doing?

G GOOD-BYE - To whom do you dislike saying good-bye and why?

H HEROES - Who is the bravest person you can think of and why?

I IF - If you were an inch tall, what are some of the things you would do that you can't do now?

J JEALOUS - What makes you more jealous than anything?

K KEY - If you were presented a key to any place of your choice, which key would you select?

L LOST AND FOUND - In a gutter you find an old gold locket caked with mud. It has the initials K.R. on it. Who do you think it belonged to and how do you think it was lost?

M MAGIC - If you were a magician and could change yourself into something else, what would you change yourself into?

N NOISE - What kind of noises bother you most? What kind of noises do you enjoy?

O ONE - If you could have only one thing for dinner every night for a month, what would it be?

P PEOPLE - Pick out someone you know very well and describe him or her. Tell not only what he or she looks like, but what he or she is like inside.

Q QUESTIONS - If you could ask any animal five questions and receive an answer, what animal would you choose and what would your questions be?

R RULES - Tell about five rules that you would like to make for your parents to follow.

S SURPRISE - What would be the most super surprise you can think of and why?

T TITLE - If you could change your name, what would you change it to and why?

U UGH - What things would make you say "ugh" when you see them?

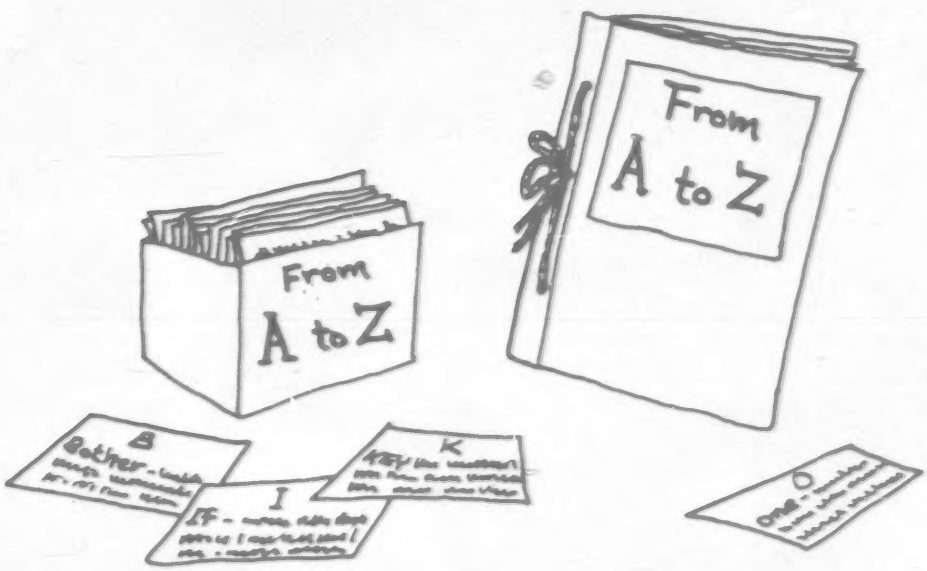
V VITAMIN - If you could invent a new vitamin, how would it help you?

W WISHES - What three wishes would you like to have come true?

X X-RAY - Describe one of the following inside and out . . . an orange, a banana, a can of pop, a candy bar, your mother's purse.

Y YEAR - What will you remember most about this year?

Z ZLIGMUP - If someone gave you one, a Zligmup, what would you do with it?



Scrambled Animals

Objective: To use adjectives through the vehicle of creative writing.

Materials: 3 stacks of colored cards, 3" X 1", pencil, paper, and crayons.

Procedures: Prepare three sets of cards, each set a different color. Set one will be color words; set two will be descriptive emotional, characteristic, or behavorial words; and set three will be animal words. The following list is an example:

Set 1	Set 2	Set 3
brown	jolly	lizard
red	curious	frog
green	lucky	mouse
purple	mysterious	elephant
yellow	funny	lion
blue	sad	canary
pink	nervous	cow
black	friendly	giraffe
orange	serious	snake

Directions: The following directions should be printed on a task card:

"Choose one card from each stack of cards. The words on the three cards become the title for your picture and creative writing story. Draw a picture of your scrambled animal and color it to match the words. Now you are ready to write a story about your scrambled animal."

Variations: A fourth group of verbs may be added on another color of cards, such as "Mysterious red lizard dances." Later, a fifth group of adverbs could be added, such as "Mysterious red lizard dances slowly."

CREATIVE WRITING

Cre-Automotive

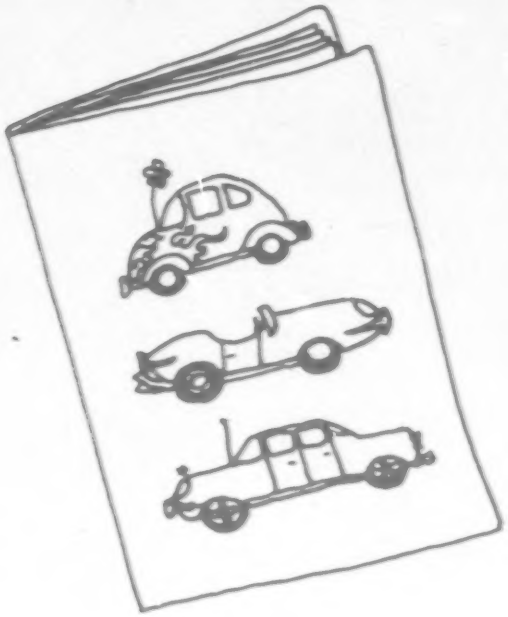
Objective: To stimulate creative writing.

Materials: 9" X 12" manila file folder or looseleaf notebook. Two or more automobile cut-outs or illustrations (sketches). 25 pages of blank or lined 8 1/2" X 11" newsprint mounted in folder or notebook.

Procedure: Prepare the file folder or notebook with the pages of blank or lined paper. Paste on the cover pictures or sketches of two or more sports and luxury automobiles. On the inside of the cover, paste a copy of the directions given below. Students are to create names for the cars and write the names and advertising material. The completed work remains in the book and the students will read their copy orally to the class sometime during the week. The pages may be removed weekly and checked by the teacher or the copy may continue to be added as long as there is interest in the activity.

Directions: "The automobile manufacturing division of your classroom has just developed two new car models and the advertising department needs creative, exciting names and brief advertising copy to interest potential buyers. Your assignment, if you choose to accept it, is to name the automobiles and write advertising copy which will create in potential customers the desire to buy. One model is of the Lincoln or Cadillac class. The other is a sleek sports model designed for the lower priced and younger group. Write your advertising copy on one of the pages in the folder."

Variations: Artistic students could be encouraged to sketch their new models as well as to name and describe them.



Silent Auction

Objective: To write complete sentences.

Materials: Shoe box or similar size gift box. Several small items–a sock, a jack ball, clothespin, piece of string, etc., and a piece of lined paper.

Procedure: The teacher places the small item (one) inside the gift box and tapes it closed, probably for Monday morning.

Directions: The students will attempt to discover the contents within the box by shaking the box, without opening it. After deciding what the item could be, the students write on the accompanying lined page a complete sentence, possible: "I believe that the box contains . . . and I would like to have it." He signs his name, and at the end of the week the box is opened and the winner receives the prize (the contents of the box). The first student to identify the item is the winner. Depending on the grade level of the students, and their sophistication, the items used should be fairly readily identifiable and increase in difficulty as the game catches on. Weightless items such as the sock, a feather, string, etc., should only be used once the game or activity is creating interest. The writing of the complete sentence is important to language development, and the words of the complete sentence should be changed each week to increase practice.

Variations: If the item is not identified accurately, the students could choose which student response was the closest. The same item should not be carried over from one week to another.

Petal Power

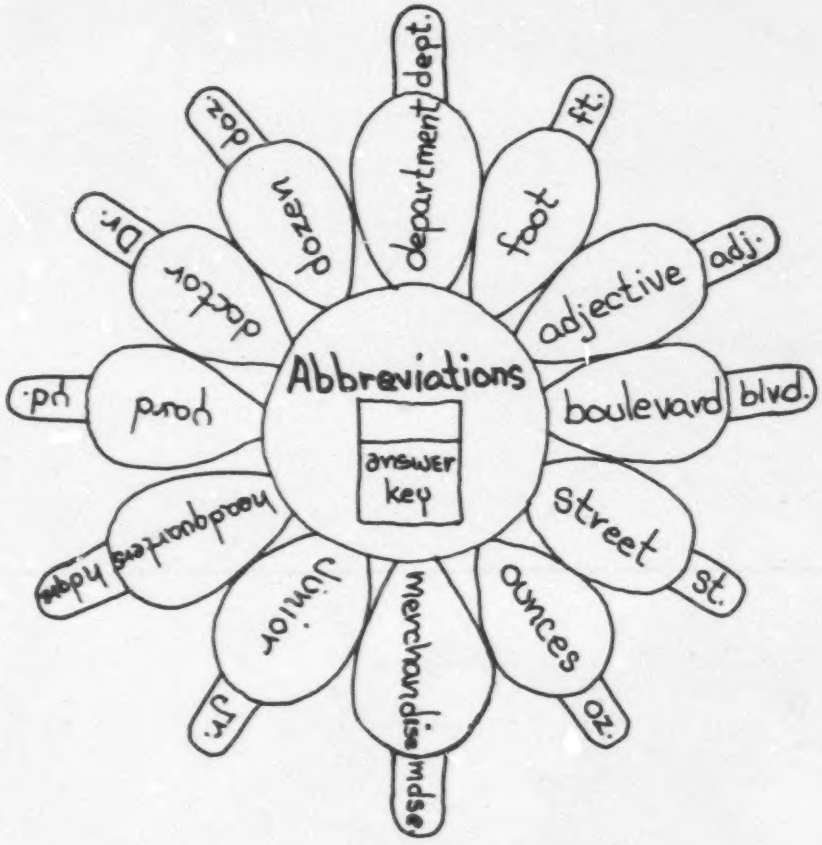
Objective: Abbreviations

Materials: 1 piece of sunflower stationery with twelve petals, twelve tongue depressors, library pocket, 3" X 5" card for answer key, 2 pieces of tagboard.

Procedure: Write a word on each petal of the stationery. Write the abbreviations of the words on the tongue depressors. Staple the 2 pieces of tagboard together to form spaces to insert tongue depressors. Mount stationery on the tagboard. Paste library pocket in the center. Write answer key and place in library pocket.

Directions: Best used by 1 child. Match the word with the abbreviation or the abbreviation with the word. Check with the answer key. Time yourself to make it more challenging.

Variations: Homonyms, synonyms, antonyms, compound words.



What's In A Book?

Objective: To locate information utilizing the Table of Contents.

Materials: Tagboard sheets for task cards, felt pens, glue, laminating paper or clear contact, worksheets from workbook.

Procedure: Prepare a series of task cards (at least 10) of increasing difficulty on locating information in the Table of Contents. Exercises of this type may be found in workbooks or may be constructed by mounting the Table of Contents from discarded books on the task cards. Questions may be asked similar to those in the example. Cover each card with contact paper or laminate.

Directions: Using a waterbase felt pen, the child writes the answers on the Task Card. When completed, he checks for accuracy with the answers on the back of the card. The student's answers are removed before returning the card to the file.

Variations: Similar task cards could be prepared for the Index.

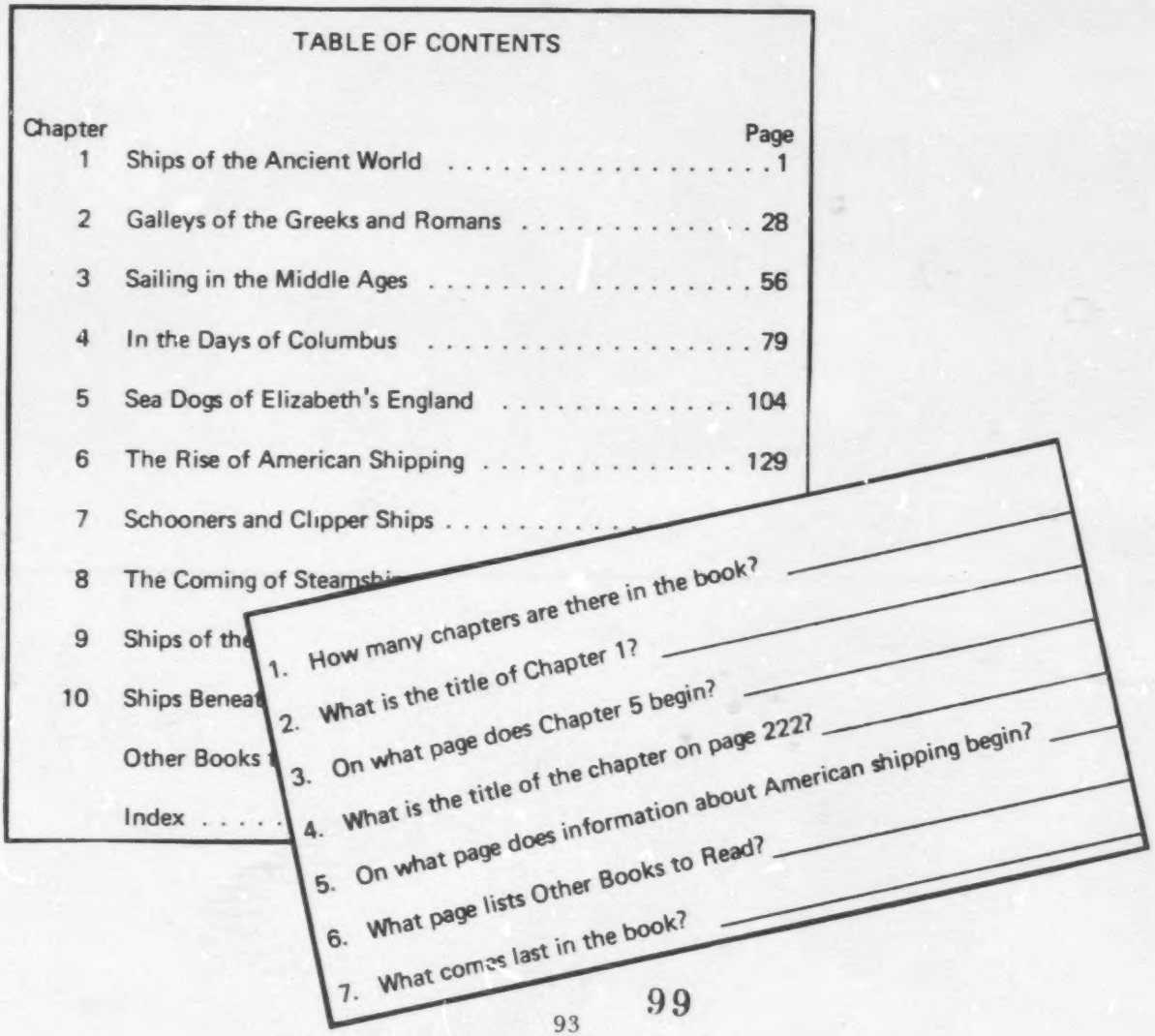


TABLE OF CONTENTS
Chapter
Page
1 Ships of the Ancient World 1
2 Galleys of the Greeks and Romans 28
3 Sailing in the Middle Ages 56
4 In the Days of Columbus 79
5 Sea Dogs of Elizabeth's England 104
6 The Rise of American Shipping 129
7 Schooners and Clipper Ships
8 The Coming of Steamshi
9 Ships of the
10 Ships Beneat
Other Books
Index . . . . .
1. How many chapters are there in the book?
2. What is the title of Chapter 1?
3. On what page does Chapter 5 begin?
4. What is the title of the chapter on page 222?
5. On what page does information about American shipping begin?
6. What page lists Other Books to Read?
7. What comes last in the book?

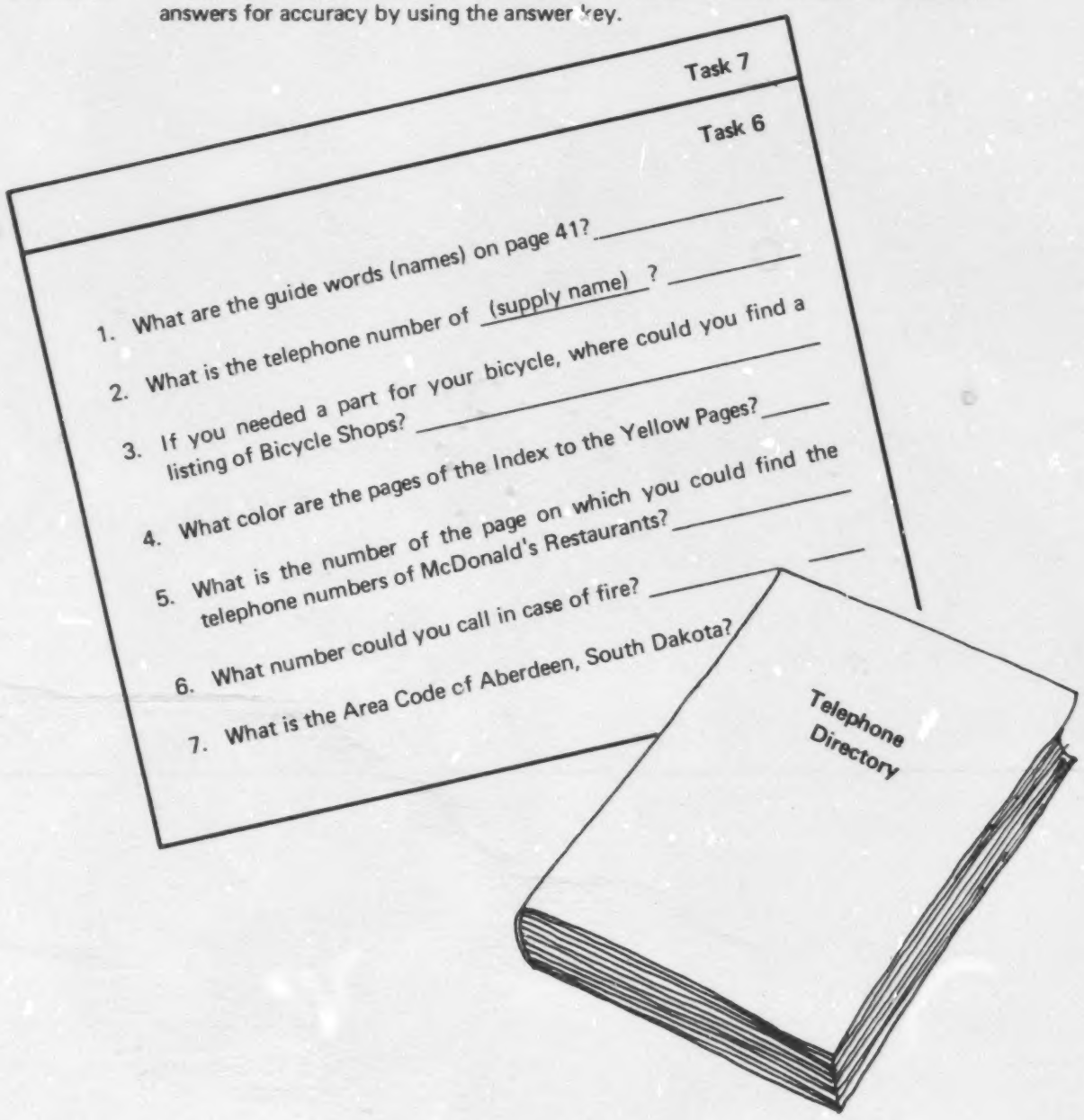
What's the Number?

Objective: To locate information using the telephone directory.

Materials: Telephone directory(ies), Task Cards, answer keys.

Procedure: Prepare Task Cards of increasing difficulty containing questions such as those in the example. Answers may be printed on the back of each card or on an answer key.

Directions: Using the telephone directory, write the answer to each question. Check your answers for accuracy by using the answer key.


Task 7
Task 6
1. What are the guide words (names) on page 41? _____
2. What is the telephone number of (supply name) ? _____
3. If you needed a part for your bicycle, where could you find a listing of Bicycle Shops? _____
4. What color are the pages of the Index to the Yellow Pages? _____
5. What is the number of the page on which you could find the telephone numbers of McDonald's Restaurants? _____
6. What number could you call in case of fire? _____
7. What is the Area Code of Aberdeen, South Dakota? _____
Telephone Directory

What's on Channel 30?

Objective: To locate information utilizing the T.V. Guide.

Materials: T.V. Guide, folders, Questions and Answer Keys.

Procedure: Prepare folders to hold copies of T.V. Guides, sets of questions, answer keys, and answer sheets. Each folder will have different questions although some of them may be general and could be used in all sets. Questions should include:

a) specific detail--locate a certain bit of information about a specific program.

b) inference--what shows to watch to see certain things.

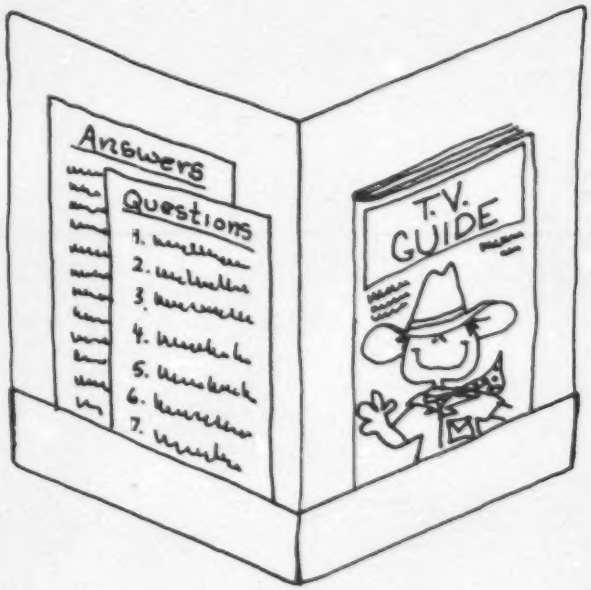
c) main idea--from the titles or other information given in the guide, what could you assume the show to be about.

d) drawing conclusions--what would happen if . . . .

e) sequence--order of shows: hourly, daily or weekly.

f) critical evaluation--given a situation and a choice of two or more related shows tell which show you would choose and why.

Directions: Use the T.V. Guide to find the answer to each question and check for accuracy using the answer key.



101

Place Your Order

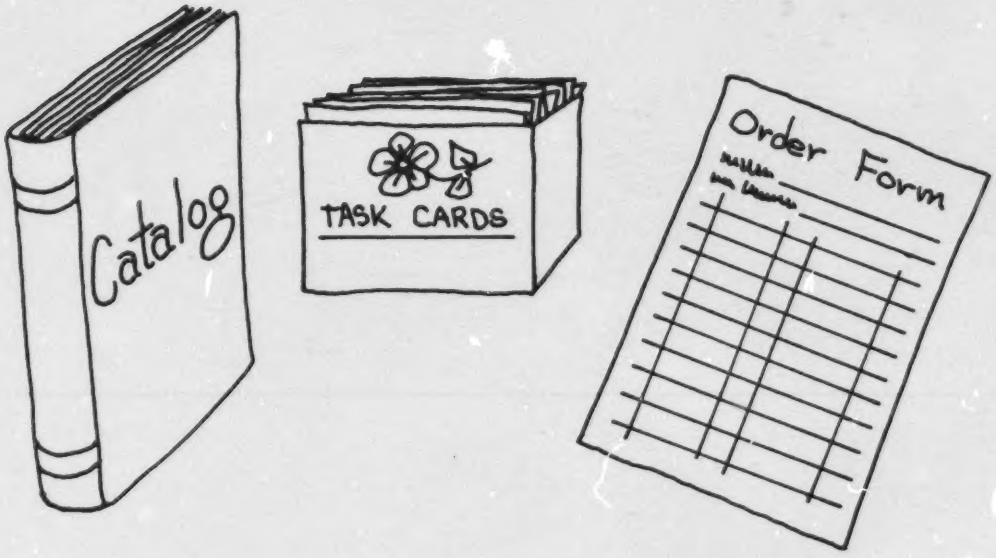
Objective: To be able to use a catalogue.

Materials: Catalogue, Task Cards, file box for storing Task Cards, paper, pencil, duplicated order forms.

Procedure: Prepare a set of at least 10 Task Cards which require the students to use a catalogue to find the information. Duplicate a quantity of order forms.

Directions: Task Cards may have questions similar to the following with the answers printed on the back:

1. On what page will you find information about bicycles? _____
2. What is the cost of the most expensive bicycle? _____
3. How many pounds does it weigh? _____
4. What colors are available? _____
5. What is the catalogue code number? _____
6. Fill out an order blank on which you order the bicycle of your choice. Be sure to fill in all the necessary information.



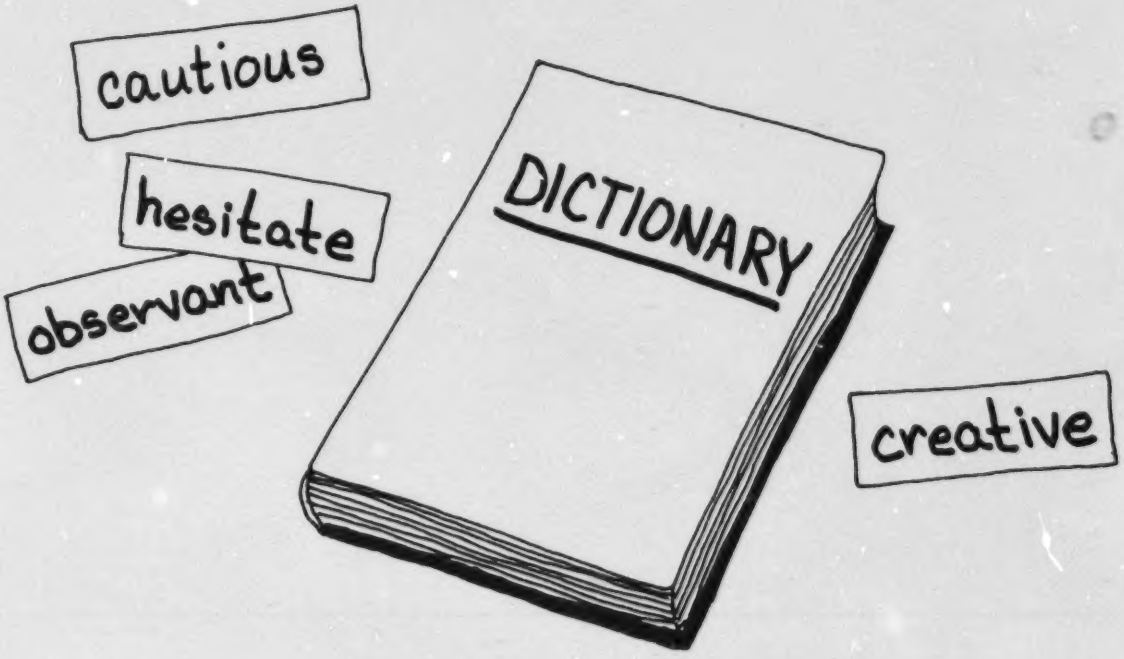
Use of the Dictionary

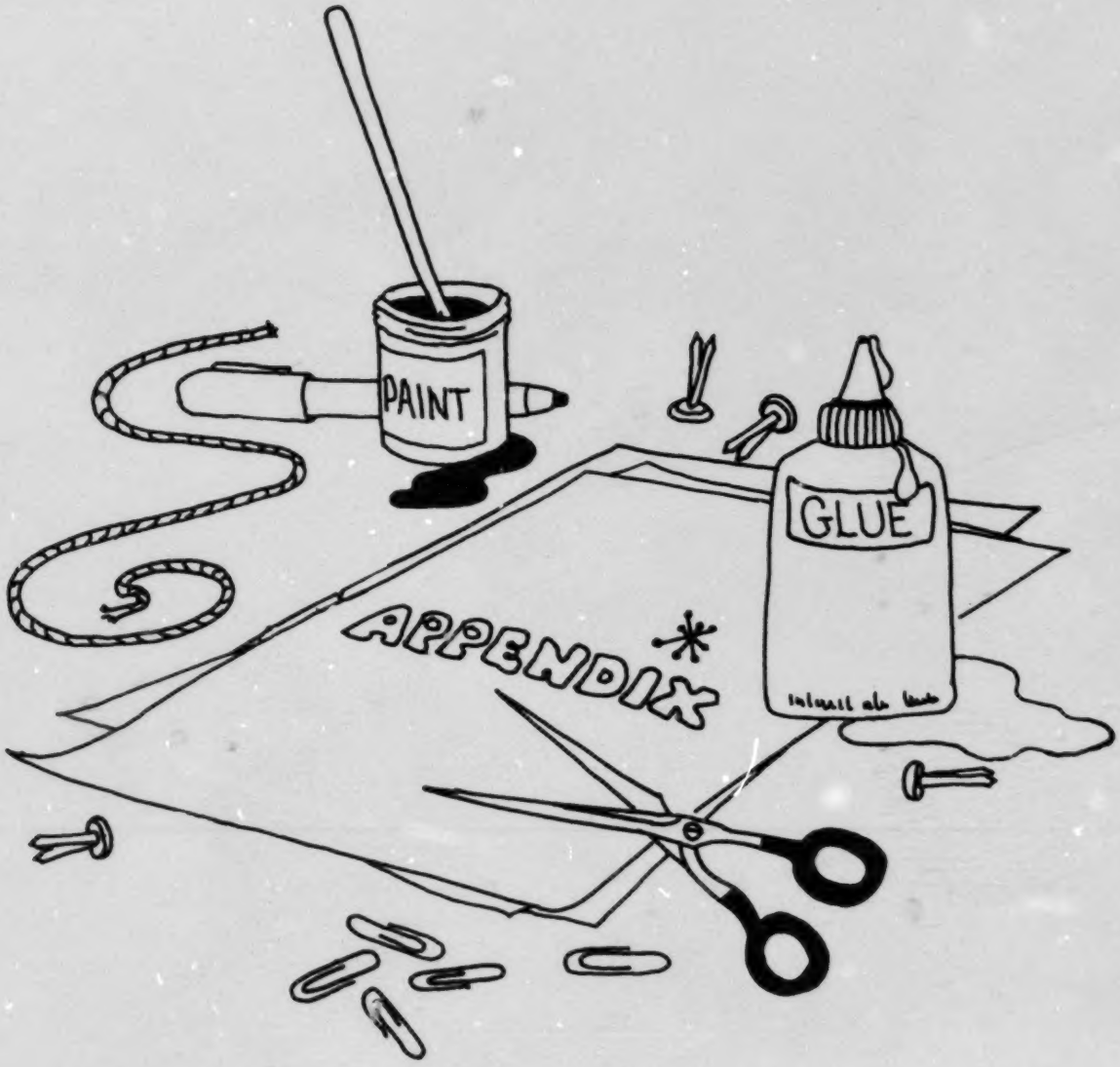
Objective: To review alphabetizing and use of the dictionary to find meanings.

Players: Teams of two.

Materials: Envelope of word cards to put in alphabetical order. Cards with questions.

Procedure: Children working in teams put words in alphabetical order. When finished, each team checks its list with an answer card. Each team completing its list correctly within the time limit scores 5 points. Teams are then given question cards. The dictionary is used to prove the answer. Team having the correct answer first scores five points.

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